

**The Washington D.C.  
Workforce Investment Council  
Presents**

**The District's  
State of the Workforce Report**

**January 2003**

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# Purpose and Introduction

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## Purpose

The Washington D.C. Workforce Investment Council (“Council”) commissioned the Corporation for a Skilled Workforce to conduct a *State of the Workforce* study and produce a report that outlined the area’s position in terms of workforce demand, current and future workforce supply, and quality of life. The ultimate purpose of this report will be to inform the Council and its partners and stakeholders of the first step in a strategic planning and community engagement process.

## Objectives

- **Identify competitive strengths and challenge areas** for the District of Columbia compared to other neighboring areas and the nation;
- Build a credible foundation for **strategic planning**;
- **Engage** policy makers and stakeholders;
- **Raise career awareness of youth**;
- Identify **considerations for employment and training** providers; and
- Build upon **existing research efforts** by incorporating other reports and studies.

## The Process

The Corporation for a Skilled Workforce met with the Council’s Employer Involvement and Labor Market Information Committee (“Committee”) to discuss the outline of the report and agree on geographic and industrial areas of focus. A draft Power Point of the preliminary data findings was presented to the Council on September 20, 2002 and received favorable comments. An updated draft PowerPoint was shared two weeks later with a group of stakeholders including a detailed review of the preliminary data and findings.

An official release meeting will be held to present the major data findings and recommendations.

## Comparable Areas

For comparative purposes, the cities, or Metropolitan Statistical Areas (MSA) of Baltimore and Philadelphia were chosen, as was the County of Prince George’s due to its urban feel and geographic proximity, and also the D.C. MSA and the United States. These areas were selected to put the District data in perspective against similar metropolitan areas.

Additionally, to align with other initiatives that are taking place in the District, additional data is provided for Health Services, Business Services, and Information Technology.

## Major Study Components

The report's four major study components are:

- Workforce Demand (including critical industries and occupations)
- Current Workforce Supply
- Future Workforce Supply
- Quality of Life

## Terminology

The District is used to identify the specific Washington, District of Columbia area. D.C. MSA represents the greater metropolitan statistical area<sup>1</sup>.

The terms *industries* and *sectors* are used interchangeably in the report.

## Acknowledgments

D.C. Department of Employment Services and its Director Gregory P. Irish, Council Chair Colleen M. Lee, Employer Involvement/LMI Committee Chair Margaret Singleton, Council Executive Director Keith D. Mitchell, and members of the Council and Committees, and attendees of the stakeholder meeting, and the District of Columbia Metropolitan Washington Council of Governments.

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<sup>1</sup> D.C. MSA defined as Maryland counties: Calvert, Charles, Frederick, Montgomery, and Prince George's; Virginia counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, King George, Loudon, Prince William, Spotsylvania, Stafford, and Warren; and West Virginia counties Berkeley and Jefferson.

## Summary of Major Findings

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**1) Washington D.C. and the metropolitan Washington region present a tale of two disparate areas, with many low-income workers in the District on the inside looking out.** The District itself is divided into haves and have-nots, with a segment at the very low end of workforce development, and another segment – those with skills and education – that is thriving. Washington, D.C. significantly trails the D.C. Metropolitan Statistical Area (MSA) in four of the most important basic indicators, including employment growth, population growth, unemployment rates, and income. One of the challenges of the Washington D.C. Workforce Investment Council will be to identify issues that it believes it can affect locally for strategic action, while referring issues that are more metropolitan in nature to another group with which it can partner and/or be a member.

**2) Washington, D.C. is predominantly an office economy. This includes a mixture of Services and Government, its two leading industry divisions.** More specifically, it includes such sectors as business, professional and financial services. Government is also a huge employer with stable employment and education, training opportunities and career mobility. Financial services - including Holding and Other Investment Offices, Security and Commodity Brokers, and Insurance Carriers – feature mid-size employment bases with a healthy rate of employment growth and family sustaining wages. A variety of business services also drives this office economy, including information technology. While there are entry-level positions available in these industries, the need for literacy is essential in most related occupations.

**3) The D.C. metropolitan area is one of the nation's leading “new economy” locales, ranking sixth of 50 metro areas in the New Economy Index<sup>2</sup>.** Included in these scores are first place rankings in workforce education; managerial, professional and technical jobs as a percent of all occupations; and high technology jobs as a percent of all occupations. With technology corridors in Northern Virginia and Maryland's I-270 in Montgomery County, along with major research agencies such as National Institutes of Health, the region is likely to maintain a competitive edge in the new economy for the foreseeable future.

**4) The “new economy” brings with it new skills and knowledge requirements.** It will be necessary for Washington, D.C. to embrace a 21<sup>st</sup> Century Workforce Curriculum. A review of skill studies from such places as the Northwest Center for Emerging Technologies, Information Technology Skill Standards, and the U.S. Department of Labor identifies numerous needs for a 21<sup>st</sup> Century workforce curriculum. These needs include: project management, task management, problem solving, communication skills, team contribution and leadership, self-directed and continuous learning, sales and marketing, customer and personal service, economics, and accounting.

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<sup>2</sup> Metropolitan New Economy Index, Progressive Policy Institute and Center for Regional Economic Issues, April 2001.

Incorporating these skills and knowledge requirements into the school curriculum will be a major challenge.

**5) Health Care is expected to emerge as one of the leading industries in the metropolitan area, with over 4,500 jobs projected to be created each year between 1996 and 2006 among hospitals** (over 2,000 jobs per year), **doctors offices** (over 1,000 jobs per year), **residential care** (over 700 jobs per year) and **nursing and personal care facilities** (over 700 jobs per year). Healthcare occupations (both practitioners and support) account for 7 percent of all wages earned in the metropolitan area. A top occupation in the area in particular is Registered Nurse. The D.C. Workforce Investment Council is currently engaged in a study of the health care sector including focus groups of low-income workers. Efforts should continue in this area. This industry has proven to be one of the most fertile for developing career ladders for those initially with limited skills. However, there remains a clear separation between support and professional jobs that must be addressed as a major training and development issue.

**6) The D.C. metro region includes job opportunities for all education and training levels.** Most of the top jobs ranked by demand require short to long-term on-the-job training rather than formal education. These include retail salespersons, cashiers, and janitors. Occupations such as registered nurses require an associate's degree, and computer programmers and computer systems analysts require a bachelor's degree. Others, such as management analysts and general operations managers, require a degree or a degree plus experience. In short, over 25 percent of all the region's occupations require a bachelor's degree or above, while over 33 percent require only short-term-on-the-job training. This broad spectrum, from entry-level to advanced management, provides ample opportunity to cover the entirety of the workforce in policy discussions. Creating pathways from low skilled, low paying jobs to self-sustaining jobs is a critical challenge.

**7) The D.C. metro area fares favorably in several labor supply indicators, including educational alignment of the MSA, entry-level workforce of the District itself, and the "singles life" of the District.** It is an area advantaged by strong educational alignment, as nearly the same rate of population (age 25 and over) has a bachelor's degree (42 percent), as the rate of jobs that require a bachelor's degree or higher (48 percent). This rate is much better than in the Baltimore or Philadelphia regions. Washington, D.C. itself has other natural advantages in the supply and demand relationship. While in general there are more older workers (age 55-64) leaving the workforce than there are young workers (age 15-24) entering the workforce, D.C. nevertheless has the highest rate of young workers among the areas reviewed. This may help D.C. considering that the nation may face a shortage of entry-level workers in the near future due to the "baby bust" trends of the last two decades, provided the youth population in the District is prepared to enter even these entry-level jobs. Additionally, D.C. has significantly higher rates of the "singles life" – households led by single male or females living alone – than do other areas. This is likely due the occupational mix and the strong sectors of professional and financial services.



**8) Despite some good supply indicators, D.C. remains an area with too many people being left behind.** The plight of young black males in urban cities has reached such an extent that a young black male now has a higher chance of finding employment in the south than in the older industrial cities and non-southern major metro markets.

Poverty rates in the District are high. Over one in ten households is led by a female living below the poverty line, with no husband and with children less than 18. Further barriers include: inequality in educational attainment among race and origin, poor adult literacy scores, high English literacy challenges due to the diversity of the area, and a large number of at-risk youth. D.C. remains an area where attention must be focused on the plight of low-income individuals.

**9) There are mixed signs among key education and training indicators. While graduation rates and proficiency scores in reading and math remain below national averages, there is good news – the rate of students testing below basic on proficiency exams has been steadily decreasing, and D.C. has stricter requirements for new teachers than most of the nation.** Yet with this apparent positive trend comes ominous warning signs. In a 1999 survey of D.C. public school stakeholders, only 33 percent of principals felt that students arrive with the learning skills they will need, only 43 percent of principals felt that parents were adequately involved at home in supporting their children's efforts to achieve in school, and only 38 percent of teachers agreed the district's budget reflects that it is committed to high student achievement.

**10) Employer training trends in D.C. do not fare comparably to U.S. companies.**

District employers train lower rates of eligible employees than national employers, but make greater use of learning technologies (including computer-based training and distance learning). However, D.C. employers are paying less to outside training organizations than they have done in the recent past. Further exploration of employer trends should come from other initiatives in which the D.C. Workforce Investment Council is involved, including the employer survey being led by Geographic Solutions, Inc.

**11) Transportation remains a major challenge for the area.** While 72 percent of D.C. residents work in the District, only 18 percent of all MSA residents also work in the same “place” as their residence (e.g. Montgomery County residents also working in Montgomery County, etc.) This indicates that there is a tremendous amount of movement from the suburbs into the District and perhaps between suburbs as well. But only 28 percent of D.C. residents come out to the suburbs to work.

**12) Lack of affordable housing costs the region nearly \$9 billion dollars a year in lost income and reduced consumer spending;** large portions of the people who work in the D.C. metro area live elsewhere and thus spend their income elsewhere (Washington Area Housing Partnership). Furthermore, the income to housing value ratio is quite high in the District, where nearly a quarter of the D.C. population pays more than 30 percent of their monthly income on housing costs. According to the Metropolitan Washington Council of Governments, critically important occupations do not earn wages sufficient enough to pay the regional average monthly rent of \$907. These include elementary school teachers, fire fighters, law enforcement officers, accounting clerks, retail sales associates, and child care workers.

**13) Low scores on additional quality of life indicators hamper the District's efforts to increase the economic well being of all.** For example, D.C. has a higher teen birth rate and higher infant mortality rate than the MSA, and a crime rate well above the national average (although less than in Baltimore and Philadelphia). Combined with housing and transportation challenges, there is a need for better location coordination between jobs and people.

**14) Low literacy levels keep many D.C. residents out of contention for decent paying jobs, and exclude them from participation in training programs that can lead to better paying jobs.** Literacy levels in the District are substantially lower than those in the nation overall. In our comparative study only Baltimore fared worse on this indicator. As we look at the make-up of jobs within the MSA that pay self-sustaining wages, it is obvious that they require substantial basic skills in order to be trained for them. There is a huge disconnect between the abundant low skill, low paying jobs that are open to those with limited basic skills and the good paying jobs in the area that can support a family and provide a decent standard of living in such a high cost area.

## Workforce Demand

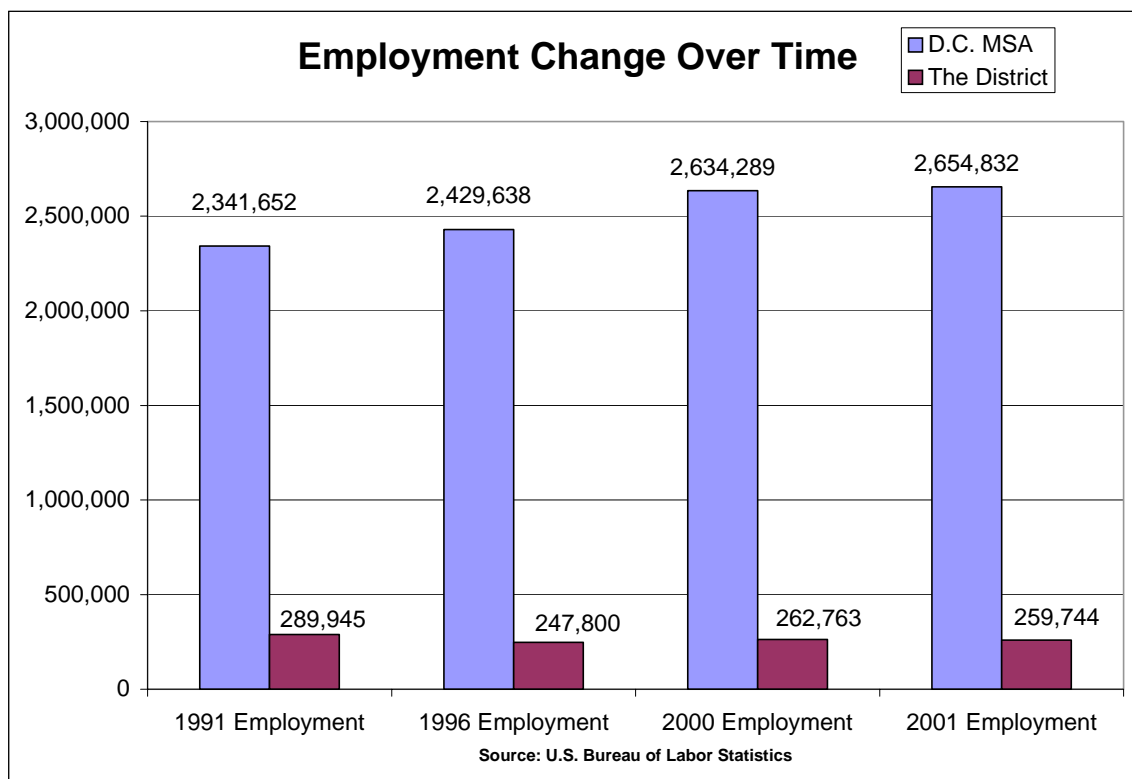
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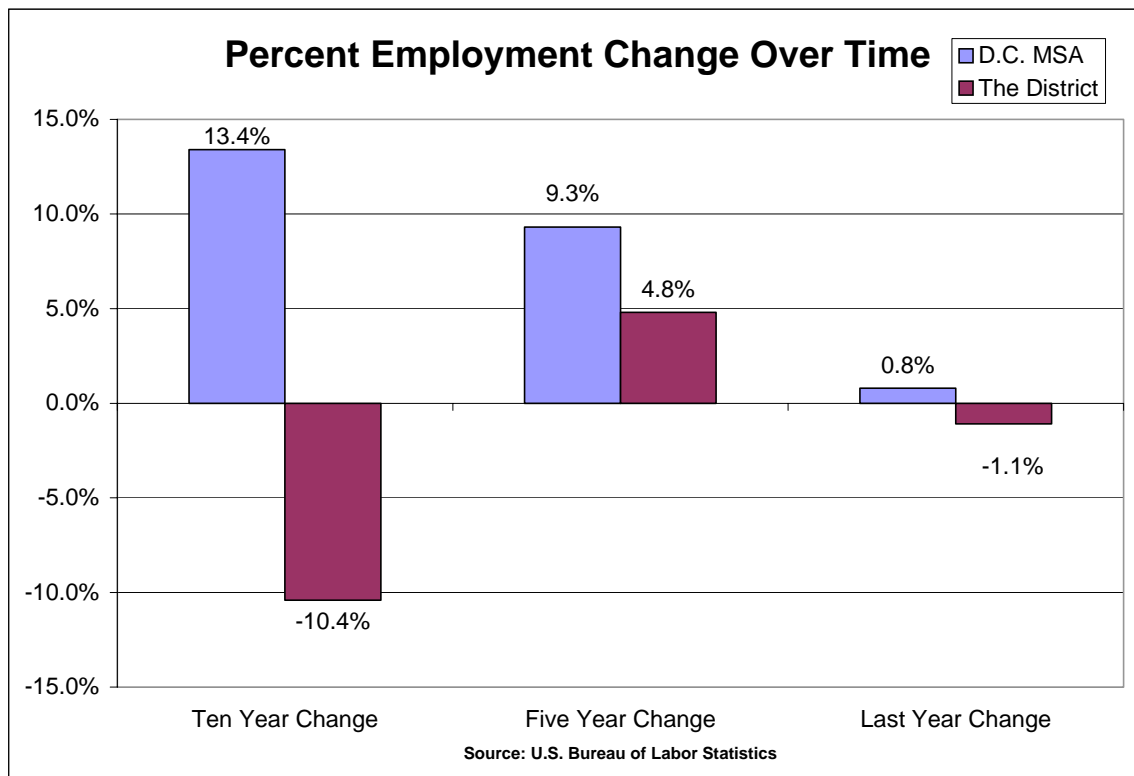
### Employment Growth in The District Lags Behind Metro Growth

#### *How are we doing?*

Employment growth over time has been much more substantial in the MSA, with over 13% growth over the past ten years. The District shows positive five-year growth, but it shows negative growth for both ten-year and last year's changes.

It is also important to understand an area's employment size and rate of change before considering other factors, such as critical industries and occupations. The D.C. Metropolitan Statistical Area (MSA) covers about ten times the employment covered by the District.





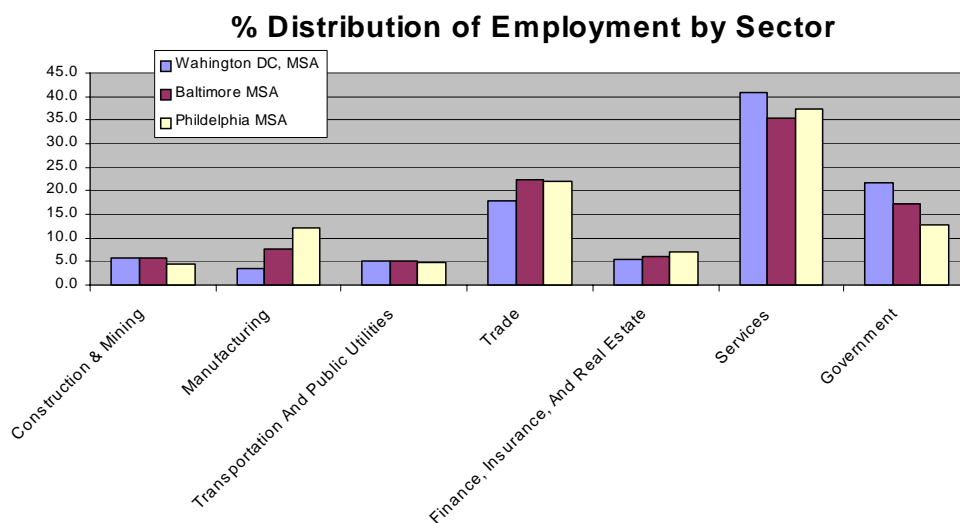
### ***Why is this important?***

This report distinguishes between several different areas, including the District's specific area and the Metropolitan Statistical Area. At times, the MSA is used when District-specific data is not available. Understanding that the District is the central part of the MSA but that there are many differences and similarities is vital to understanding the remainder of this report.

## Two Out of Every Three Jobs are in Services or Government

### *How are we doing?*

In the Washington D.C. MSA, two of every three jobs are in the Services or Government sectors. Of the areas studied, the Washington MSA has the highest employment distribution in Services, at nearly 41%. Government represents 21.6% of the jobs in the Washington MSA, compared to 17.3% in the Baltimore MSA, and 12.7% in the Philadelphia MSA. While Services is growing as the dominant employer in almost every geographic area in the nation, the rate of Services and Government employment in the area is quite high.



Source: D.C. Department of Employment Services

### *Why is this important?*

To the extent workforce policy makers target entry-level workers, Services and Government industries offer many competitive advantages. While many Service jobs are high paying, most are not and require minimal education and training. Government jobs, as well, are plentiful in the area and at various levels – federal, state, and local, and also offer an element of security.

# Business Services and Finance Top the List of Critical Industries as Measured by Employment, Growth, and Wages

## How are we doing?

A review of the top ten private industries indicates the importance of professional services and finances in the metro region. This includes such industries as business services, legal services, engineering and management services, holding offices, security and commodity brokers, and insurance carriers. D.C. is one of the few areas where a manufacturing industry does not appear among the top ten (Chemicals ranks highest at 13<sup>th</sup>). Communication ranking second is also not a surprise – this industry includes such diverse sectors as telephone communications, TV and radio broadcasting, and cable television.

**Industry Ranking (Private Sector) - Washington D.C. MSA**

	SIC	Industry	2000 Employment	2000 Employment Rank	Growth, 1996-2006	Growth Rank	Annual Wage	Wage Rank	Total Score
1	73	Business Services	335,644	1	31.7%	6	\$54,653	9	16
2	48	Communication	54,868	6	26.4%	8	\$80,916	4	18
3	67	Holding and Other Investment Offices	5,378	24	62.7%	1	\$117,785	2	27
4	81	Legal Services	47,116	8	16.5%	16	\$79,737	5	29
5	87	Engineering & Management Services	180,998	2	10.0%	19	\$64,076	8	29
6	37	Transportation Equipment	5,497	22	41.6%	3	\$79,053	6	31
7	62	Security and Commodity Brokers	9,400	18	17.0%	15	\$120,560	1	34
8	15	General Building Contractors	37,469	11	24.7%	9	\$43,567	14	34
9	63	Insurance Carriers	23,168	15	21.6%	13	\$49,704	10	38
10	45	Transportation By Air	28,141	13	22.0%	12	\$43,919	13	38
11	17	Special Trade Contractors	96,862	4	22.6%	10	\$32,265	25	39
12	82	Educational Services (Private)	54,126	7	22.1%	11	\$35,336	23	41
13	28	Chemicals and Allied Products	3,738	27	10.8%	18	\$102,577	3	48
14	27	Printing and Publishing	37,865	10	2.2%	28	\$49,309	11	49
15	16	Heavy Construction, ex. Building	16,269	17	14.7%	17	\$37,916	20	54
16	41	Local and Interurban Passenger Transit	6,686	20	27.7%	7	\$25,457	29	56
17	79	Amusement & Recreation Services	29,880	12	20.7%	14	\$23,100	31	57
18	39	Miscellaneous Manufacturing Industries	1,229	33	61.7%	2	\$33,000	24	59
19	58	Eating and Drinking Places	146,893	3	8.4%	20	\$14,144	36	59
20	25	Furniture and Fixtures	1,621	29	39.1%	4	\$29,551	28	61

Source: D.C. Department of Employment Services

## Why is this important?

It is vitally important that policy makers look beyond traditional occupational lists based solely on demand, growth, or wages, as any of these separate lists distorts the true economic reality. By combining these three criteria into one list that ranks various industries against one another, policy makers are able to take a more comprehensive view of the marketplace and better determine where to invest resources based on current employment, actual growth, and good wages.

Given the criteria, the strength of the various financial industries is interesting to note. While the employment level is typically mid- to small size, it is an industry that experiences solid growth and good wages - D.C. continues to become a financial services hub.

## Over 3,000 New Jobs in Hospitals and Doctors' Offices are Created Each Year

### *How are we doing?*

In looking at the detailed industry projections for Washington D.C., various service industries clearly are the fastest growing. The large and growing restaurant industry serves the large number of office workers and tourists who are in the area. Several of the fastest growth industries are in healthcare. While Health Services doesn't show up in historical growth (previous page) it does show up in this table of projected growth, including hospitals (2,000 plus jobs per year) and offices and clinics of medical doctors (1,000 plus jobs per year). In addition, residential care (722/year) and nursing and personal care facilities (659/year) account for an additional 1,350 plus jobs per year.

		Estimated Annual Growth, 1996-2006 D.C. PMSA
	Industry	
1	Eating and Drinking Places	2,616
2	Hospitals	2,058
3	Computer and Data Processing Services	1,741
4	Management & Public Relations	1,129
5	Legal Services	1,117
6	Elementary and Secondary Schools	1,039
7	Offices & Clinics of Medical Doctors	1,018
8	Child Day Care Services	870
9	Research and Testing Services	852
10	Services to Buildings	742
11	Hotels and Motels	736
12	Residential Care	722
13	Personnel Supply Services	721
14	Miscellaneous Business Services	716
15	Engineering and Architectural Services	701
16	Nursing and Personal Care Facilities	659
17	Colleges and Universities	612
18	Individual and Family Services	572
19	Professional and Commercial Equipment (Trade)	499
20	Grocery Stores	487

### *Why is this important?*

While the previous page focuses on *historical growth*, this table focuses on *projected growth*. It is important to know where economists believe the job growth to be. The fastest growing industries represent areas of high worker demand. This is where the need for future workers will be. Economic development and job training programs can use this information to target high growth industries. In this category, Health Services is clearly an industry that bears close watching and proactive policy.

## “Office Economy” Jobs Earning the Highest Share of Wages

### *How are we doing?*

Building on data seen on previous pages, broad clustering of occupations identifies an “office economy” that accounts for well over half of all the wages earned in the metropolitan area. These include the core clusters of management occupations (18% of all wages earned), office and administrative support (17% of all wages earned), computer and mathematical occupations (11% of all wages earned), and business and financial occupations (11%).

#### 2000 Occupational Employment and Wage Estimates

##### D.C. PMSA

Occupation Title	Employment	Annual Wage	Total Annual Wage	% of Total Wages
Management	225,190	\$75,840	\$17,078,409,600	18%
Office and Administrative Support	513,720	\$31,150	\$16,002,378,000	17%
Computer and Mathematical	165,150	\$61,920	\$10,226,088,000	11%
Business and Financial Operations	175,190	\$56,190	\$9,843,926,100	11%
Sales and Related	245,990	\$29,220	\$7,187,827,800	8%
Healthcare Practitioners and Technical	104,300	\$54,600	\$5,694,780,000	6%
Education, Training, and Library	156,240	\$36,150	\$5,648,076,000	6%
Architecture and Engineering	75,830	\$60,370	\$4,577,857,100	5%
Construction and Extraction	120,710	\$33,860	\$4,087,240,600	4%
Legal	46,940	\$80,150	\$3,762,241,000	4%
Transportation and Material Moving	131,210	\$28,350	\$3,719,803,500	4%
Installation, Maintenance, and Repair	93,940	\$37,350	\$3,508,659,000	4%
Life, Physical, and Social Science	49,690	\$63,430	\$3,151,836,700	3%
Food Preparation and Serving Related	166,920	\$17,980	\$3,001,221,600	3%
Arts, Design, Entertainment, Sports, and Media	50,490	\$46,370	\$2,341,221,300	3%
Production	80,060	\$28,690	\$2,296,921,400	2%
Protective Service	66,330	\$34,520	\$2,289,711,600	2%
Building and Grounds Cleaning and Maintenance	108,150	\$19,030	\$2,058,094,500	2%
Personal Care and Service	58,040	\$26,440	\$1,534,577,600	2%
Community and Social Services	26,800	\$37,300	\$999,640,000	1%
Healthcare Support	39,000	\$23,290	\$908,310,000	1%
Farming, Fishing, and Forestry	1,800	\$24,760	\$44,568,000	0%

### *Why is this important?*

In addition to looking at key industries, it is important to see what occupations are critical in a labor market area. Policy makers need to be able to determine whether to focus on jobs that are the highest paying, or on jobs in which there is the most demand. In looking at the quality of jobs in a region, we can look at both employment and wages of major occupational groups. One method to do this is an analysis of total annual wages (employment x annual earnings).

Clusters of occupations are also relevant across various industries or disciplines. Management occupations, for example, exist across all sectors of employment, as do computer occupations. Therefore, developing skills and knowledge critical to success in these occupations will benefit all industry sectors.



## Top Jobs in Demand Tend to Require Minimal Training

### *How are we doing?*

The majority of jobs in top demand represent entry-level positions. This list is typical for most states and areas. While entry-level positions are generally low paying, they usually afford easy labor market entry and minimal training. They typically represent a start to a career which can often lead to more advanced positions.

Washington D.C. MSA Top Occupations by 2000 Employment					
Title	2000 Employment	Annual Wage	Part-Time Quartile	Unemployment Quartile	Education and Training
1 Retail Salespersons	75,900	\$21,480	High	High	Short Term On-the-Job Training
2 Cashiers	59,930	\$17,770	Very High	Very High	Short Term On-the-Job Training
3 General and Operations Managers	58,980	\$76,970	Very Low	Very Low	Degree Plus Work Experience
4 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	56,480	\$16,720	High	Very High	Short Term On-the-Job Training
5 Secretaries, Except Legal, Medical, and Executive	51,520	\$29,140	High	Low	Moderate Term On-the-Job-Training
6 Office Clerks, General	46,020	\$25,300	High	High	Short Term On-the-Job Training
7 Management Analysts	41,620	\$62,770	High	Low	Degree Plus Work Experience
8 Combined Food Preparation and Serving Workers, Including Fast Food	39,260	\$15,500	Very High	Very High	Short Term On-the-Job Training
9 Executive Secretaries and Administrative Assistants	37,530	\$36,520	High	Low	Moderate Term On-the-Job-Training
10 Computer Systems Analysts	37,470	\$64,720	Very Low	Very Low	Bachelor's Degree
11 Customer Service Representatives	37,470	\$27,910	High	High	Moderate Term On-the-Job-Training
12 Registered Nurses	35,300	\$51,040	High	Very Low	Associate's Degree
13 Waiters and Waitresses	31,890	\$15,110	Very High	Very High	Short Term On-the-Job Training
14 First-Line Supervisors/Managers of Office and Adm.Support Workers	31,380	\$47,560	Very Low	Very Low	Work Experience in Related Occupation
15 Lawyers	30,140	\$98,730	Low	Very Low	1st Professional Degree
16 Security Guards	29,240	\$22,050	High	Very High	Short Term On-the-Job Training
17 Accountants and Auditors	29,180	\$52,270	Low	Very Low	Bachelor's Degree
18 Laborers and Freight, Stock, and Material Movers, Hand	28,920	\$20,470	High	Very High	Short Term On-the-Job Training
19 Bookkeeping, Accounting, and Auditing Clerks	27,570	\$30,570	Very High	Low	Short Term On-the-Job Training
20 Stock Clerks and Order Fillers	27,370	\$21,130	Very High	Very High	Short Term On-the-Job Training
21 Receptionists and Information Clerks	26,920	\$22,780	Very High	High	Short Term On-the-Job Training
22 Computer Programmers	25,760	\$60,220	Low	Very Low	Bachelor's Degree
23 Teacher Assistants	25,560	\$18,720	Very High	Low	Short Term On-the-Job Training
24 Elementary School Teachers, Except Special Education	25,400	\$33,070	Low	Very Low	Bachelor's Degree
25 First-Line Supervisors/Managers of Retail Sales Workers	25,290	\$32,710	Low	Very Low	Work Experience in Related Occupation

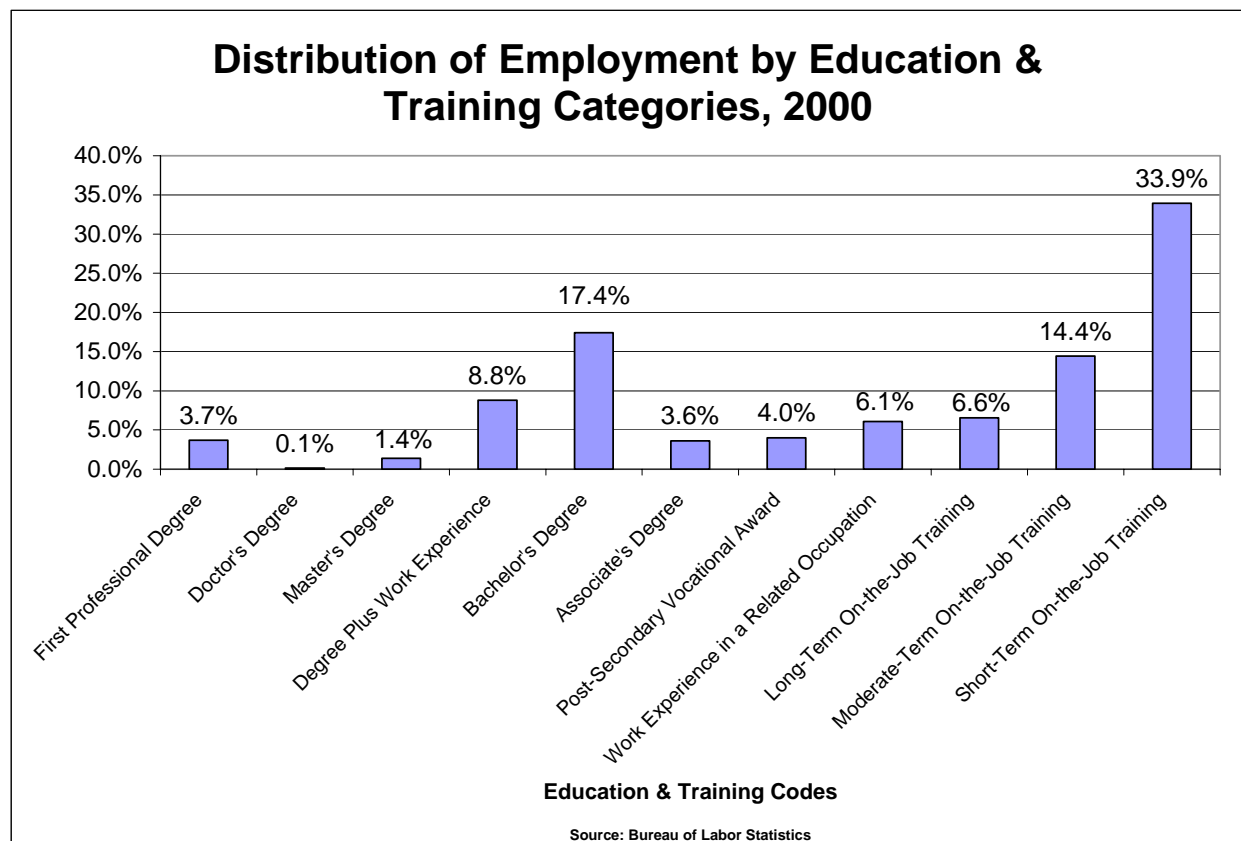
### *Why is this important?*

When considering specific occupations, it is valuable to work from demand-based lists, because these are often the best guides as to where entry-level jobs are going to be available. However, when considering jobs by demand, it is important to note that many require short to mid-term on-the-job training, but also tend to produce high rates of unemployment and high rates of part-time employment. Therefore, the overall quality of the job must be taken into account when deciding job training priorities and resources. While entry-level positions provide easy access for job seekers into the labor market, there is a need to target job training for positions that can provide competitive wages. Appropriate on-the-job training and adult education is necessary in teaching existing workers and new labor entrants new skills that will lead to new careers.

## Over 1 in 4 Jobs Require a Bachelor's Degree or Higher but Over 1 in 3 Jobs Require Only Short-Term On-the-Job Training

### *How are we doing?*

Over 25 percent of the area's total jobs require a Bachelor's Degree or higher. Conversely, over 33% of the area's jobs require only Short-Term On-the-Job Training. Overall, these numbers suggest that there are opportunities for both entry-level workers as well as more educated workers, as the rate of bachelor's degrees or higher in D.C. is quite high compared to other metropolitan areas in the country.



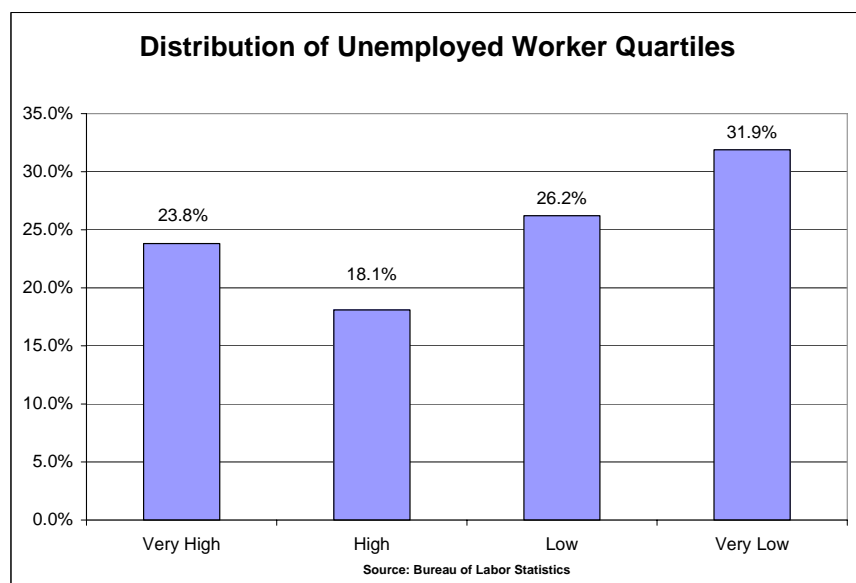
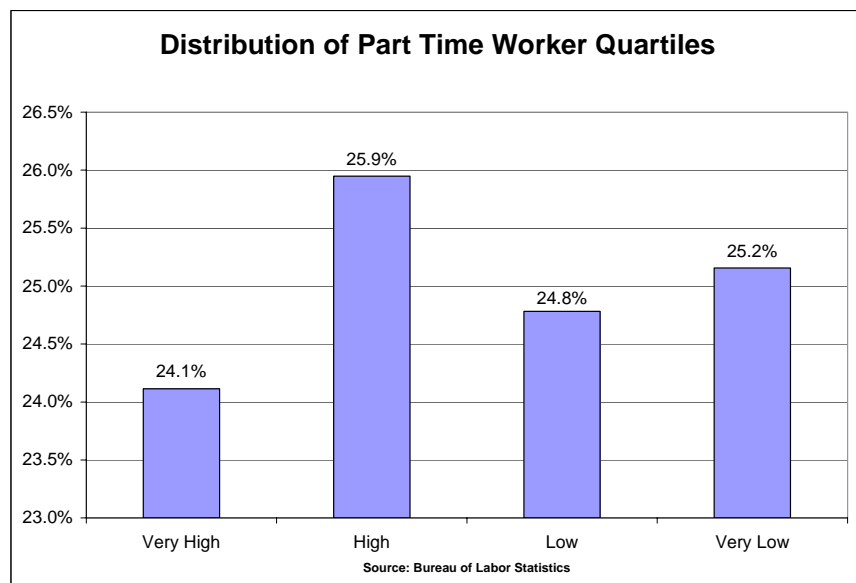
### *Why is this important?*

While the D.C. MSA has a high rate of jobs that require a bachelor's degree or higher, there are ample opportunities for entry-level workers. The area's high rates of services and government help to maintain a balance in the area. It's important to understand that in order to maintain the trend, employers must be able to find the skilled workforce they need that align with their educational requirements. We'll look at that relationship in a later section of the report.

## High Rates of Part-Time Jobs, Low Unemployment Probability

### *How are we doing?*

There is good news and bad news in this data depending upon how it is viewed. Half of all jobs have high or very high rates of part-time workers. At the same time, half of the jobs have low or very low rates of part-time workers. Most of the jobs clearly have low or very low rates of unemployment probability, a good sign.



### *Why is this important?*

This is another piece to the “quality of jobs” puzzle along with employment, growth, wages, and education and training. Overall, D.C. is in good shape with ample choices for flexible schedules in terms of full-time or part-time stable employment, likely driven by the government sector.

## D.C.: A National Leader in the New Economy

### *How are we doing?*

According to the New Economy Index<sup>3</sup> the D.C. area ranks sixth of fifty major metropolitan areas in the “new economy”. The New Economy Index has a wide variety of measures directly and indirectly related to the workforce, below are some of the more relevant factors.

### **D.C. Rankings Out of Top 50 Metropolitan Areas:**

- Managers, Professional and Technical Jobs (as a share of the workforce)
  - ◆ D.C. ranks 1<sup>st</sup> at 48%
  - ◆ Hartford ranks 2<sup>nd</sup> at 46%
  - ◆ Las Vegas ranks 50<sup>th</sup> at 25%
- Gazelle Jobs<sup>4</sup>
  - ◆ D.C. ranks 29<sup>th</sup> at 9.4%
  - ◆ Orlando ranks 1<sup>st</sup> at 16.2%
  - ◆ Norfolk ranks 50<sup>th</sup> at 5.9%
- Job Churning<sup>5</sup>
  - ◆ D.C. ranks 15<sup>th</sup> at 10.3%
  - ◆ Denver ranks 1<sup>st</sup> at 11.7%
  - ◆ Rochester ranks last with a score of 8.3
- High Tech Jobs<sup>6</sup>
  - ◆ D.C. ranks 8<sup>th</sup> at 4.8%
  - ◆ Austin ranks 1<sup>st</sup> at 9.0%
  - ◆ Las Vegas ranks last at 1.1%

### *Why is this important?*

It is interesting to note that the D.C. area has the highest rate of jobs that require a bachelor’s degree or higher. The Washington D.C. MSA is well ahead of most areas in shifting toward the new economy. In order to maintain the high ranking, the region needs to stay competitive and constantly seek ways to improve the quality and supply of the labor force.

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<sup>3</sup> Metropolitan New Economy Index, Progressive Policy Institute and Center for Regional Economic Issues, April 2001.

<sup>4</sup> Jobs in gazelle companies (companies with annual sales revenue growth 20 percent or more for four straight years) as a share of total employment.

<sup>5</sup> Score based on the number of new start-ups and business failures.

<sup>6</sup> Jobs in electronics, and high-tech electronics manufacturing, software and computer-related services, telecommunications, data processing and information services, biomedical and electromedical services as a share of total employment.

## What Is Really Meant by Business Services?

### *How are we doing?*

One of the key industries is Business Services, as it is in most areas. Yet, few people actually understand what is included within Business Services. In the D.C. MSA, 1 out of every 5 jobs is in Business Services, not elsewhere classified (see footnote for explanation).

<b>SIC</b>	<b>Name</b>	<b>% of BS</b>
7389	Business Services, not elsewhere classified <sup>7</sup>	21.3
7371	Custom Computer Programming Services	15.6
7375	Information Retrieval Services	12.3
7383	News Syndicates	11.5
7349	Building Maintenance Services, not elsewhere classified <sup>8</sup>	9.5
7334	Photocopying and Duplicating Services	5.6
7381	Detective and Armored Car Services	5.2
7373	Computer Integrated Systems Design	3.2
7361	Employment Agencies	3.0
7379	Computer Related Services, not elsewhere classified <sup>9</sup>	2.8
7374	Data Processing and Preparation	2.6

Source: Dun and Bradstreet, July 2002

### *Why is this important?*

The Business Services industry has occupations with a wide range of required skills – from entry level to high tech. The industry has rapid growth and represents a key industry for potential jobs for D.C. and area residents.

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<sup>7</sup> Included within are bondspersons, arbitration services, interior design services, speakers' bureaus, public notaries, tax collection agencies, and telemarketing services.

<sup>8</sup> Included within are interior cleaning services, chimney cleaning, janitorial services, and housekeeping services.

<sup>9</sup> Included within are consultants, database developers, and conversion services.

## Health Care: Can We Find Enough Workers?

### *How are we doing?*

The nation has been facing a critical shortage of skilled nurses. Despite the relatively high pay, the work is difficult and requires several years of training. As the population ages, the demand for health care workers will exceed the supply. The sector represents an enormous opportunity for education and training professionals to prepare individuals for a career. The challenge in the Washington area is that many health care support occupations do not pay an adequate wage to meet the high cost of living, and there is a huge chasm between the education and training requirements of professional and support workers, making career ladders very challenging and somewhat unobtainable.

Occupation	Employment	Annual Wage
<b>Professionals:</b>		
Registered Nurse	35,300	\$51,040
Licensed Practical Nurses	9,770	\$34,060
Family and General Practitioners	7,160	\$97,660
Pharmacy Technicians	3,330	\$20,740
Medical and Clinical Laboratory Technologists	3,310	\$43,310
<b>Support:</b>		
Nursing Aides, Orderlies, and Attendants	16,880	\$21,180
Medical Assistants	5,000	\$27,740
Dental Assistants	4,650	\$29,880
Veterinary Assistants and Animal Caretakers	1,640	\$20,040
Medical Transcriptionists	1,060	\$30,800

### *Why is this important?*

Understanding the demand for health care is important considering the divide between professionals and support workers. While support jobs provide ample entry-level opportunities, career advancement is limited without proper education and training. However, there are many models from which to learn, including Maryland's STEP program (Skills-Based Training for Employment Promotion. For more information visit [www.mdworkforce.com](http://www.mdworkforce.com)).

## Washington D.C. in the Midst of Unparalleled Development Boom<sup>10</sup>

### *How are we doing?*

Washington, D.C. is in the midst of a development boom unparalleled in the District's history. Almost \$25 billion worth of development projects have recently been completed, are under construction, are planned to begin construction, or have been proposed as potential development in the District of Columbia.

Development isn't just occurring downtown. It's happening all across the District and in every market segment including residential, office, retail, and others. Over the last two years, nearly 142 projects, valued at over \$3.8 billion have been completed, and hundreds more are under way.

Total Number of projects	556
Total Project Cost	\$24.6 Billion
Total Square Feet	97 Million

Status	# of Projects	Value
Proposed	110	\$7.8 Billion
Planned	137	\$6.3 Billion
Under Construction	167	\$6.6 Billion
Completed (since 2001)	142	\$3.9 Billion
New Construction	296	\$16.9 Billion
Renovation	209	\$4.4 Billion
Infrastructure	31	\$2.1 Billion

### *Why is this important?*

In addition to having an impact on construction employment, it is more important than ever to understand the data and implications emerging from this report as the District seeks to recruit and retain new businesses and employees. The Council should seek to partner with economic development leaders and stakeholders to ensure the appropriate mix of industry, occupations, and skills.

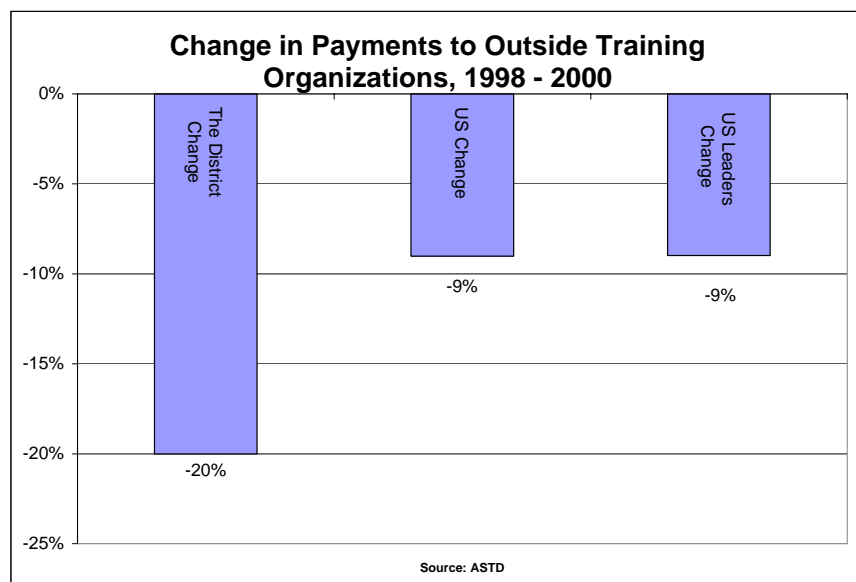
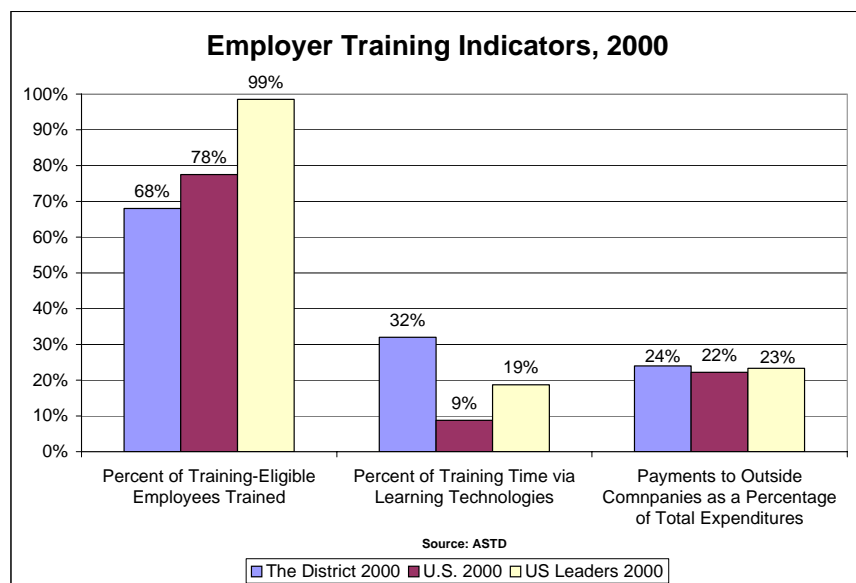
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<sup>10</sup> Reproduced from Development in the District of Columbia: A Reference Guide.

## Washington D.C. Employers Train a Lesser Rate of Employees, but Use More Learning Technologies to Do So

### *How are we doing?*

The District trains a lower percentage of eligible employees than the nation and its training leaders, but makes greater use of learning technologies, including distance learning. D.C. also has seen a greater decrease in payments to outside training organizations.





***Why is this important?***

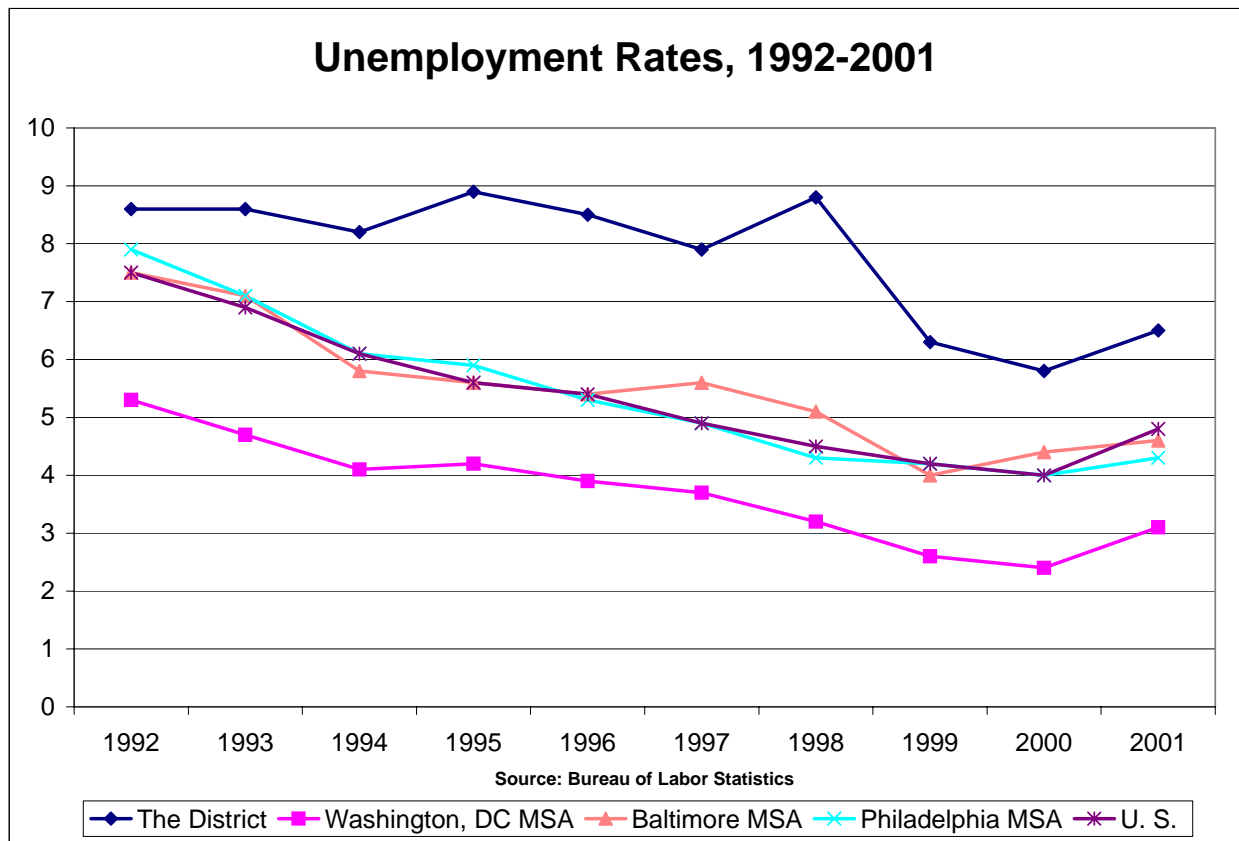
Employers are spending more of their money internally instead of externally now. In fact, all of the areas including U.S. Leaders are spending less on outside training organizations.

## Current Workforce Supply

### The District and the Suburbs: A Tale of Two Unemployment Rates

#### *How are we doing?*

Corresponding to an earlier graphic that depicted the District's employment growth lagging behind that of the metro area, a similar pattern is seen here. The unemployment rates in the District have been substantially higher than other rates reviewed, including the metro area and the U.S. rates, as well as other mid-Atlantic metro areas.



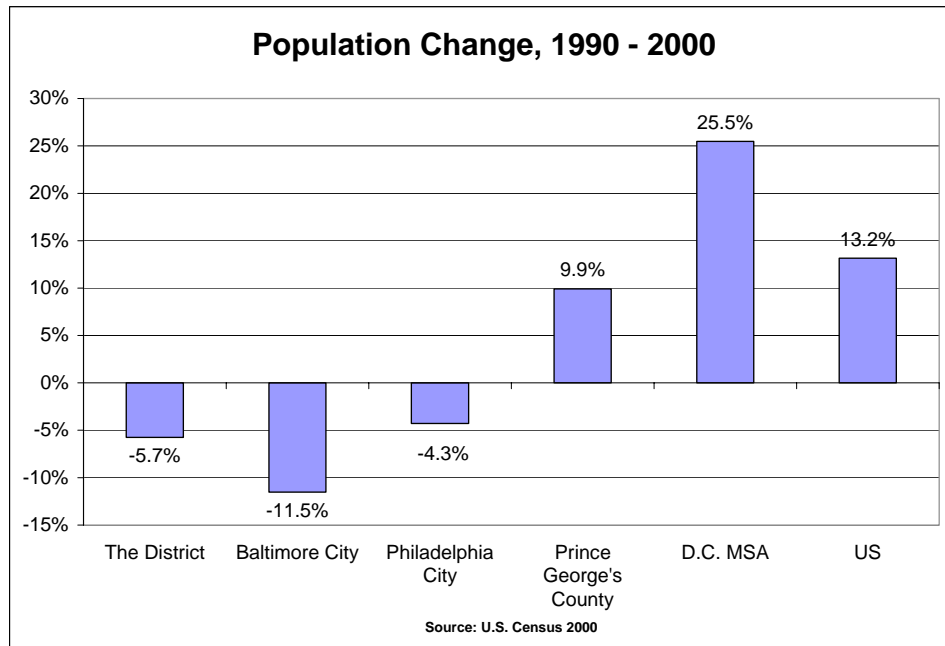
#### *Why is this important?*

While the economy in the area has been strong, many District residents have not shared in the prosperity. Decision makers must find a creative way to improve basic skills and be aware of barriers to employment (e.g. lack of transportation, child care, etc.) as they seek to bring new jobs to the region and the District.

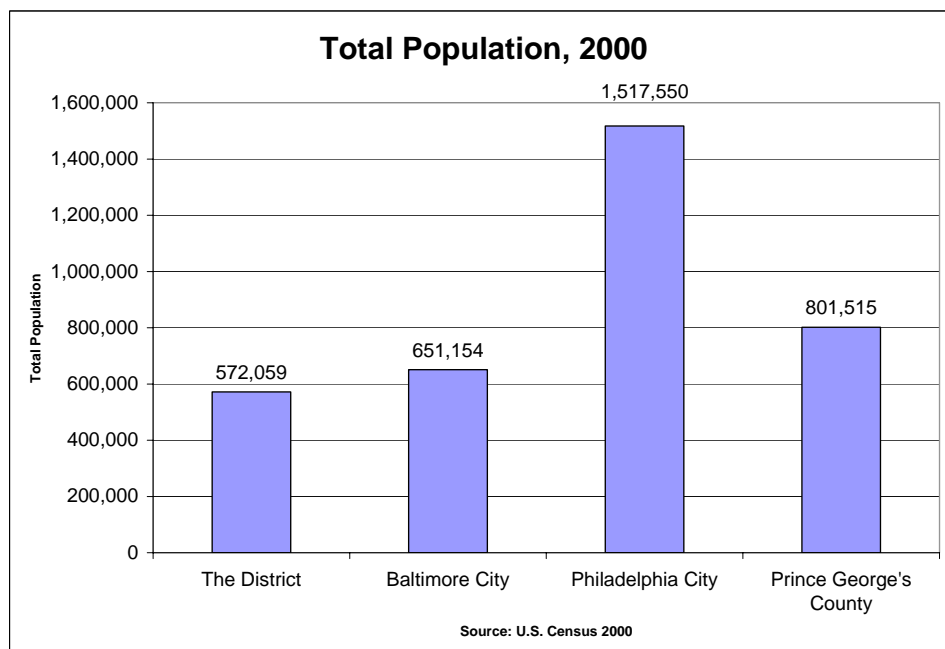
## Understanding Population Size, Change, and Density

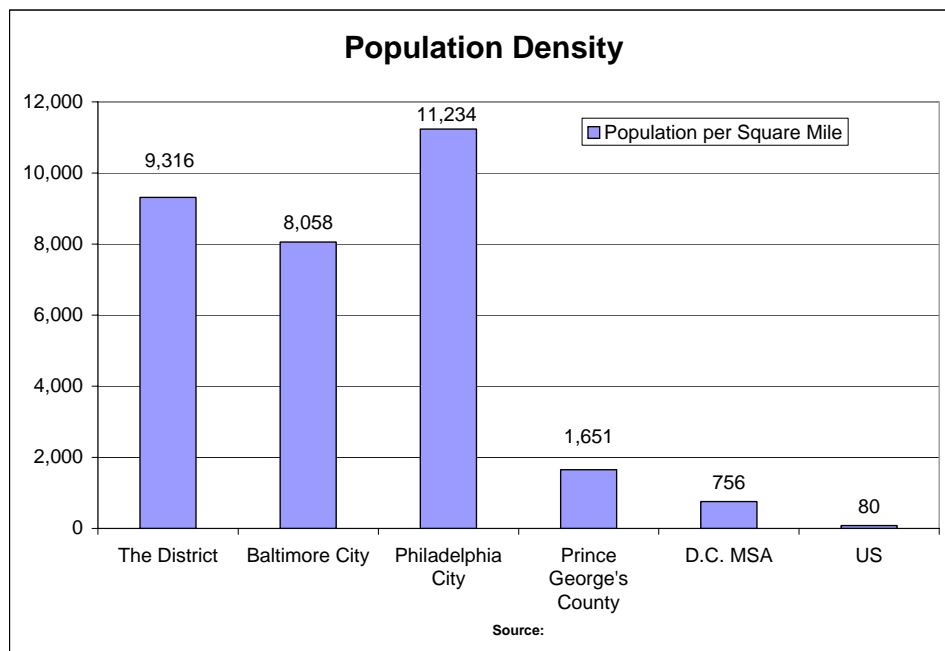
### *How are we doing?*

Washington D.C. is not as large as the other areas reviewed, and it has the lowest population growth (actually a decline), but it remains a very dense area.



Although not included in the graph below, because of total size and skewing the graph, the D.C. MSA population is 3,923,574 and the population of the U.S. is 248,709,873.





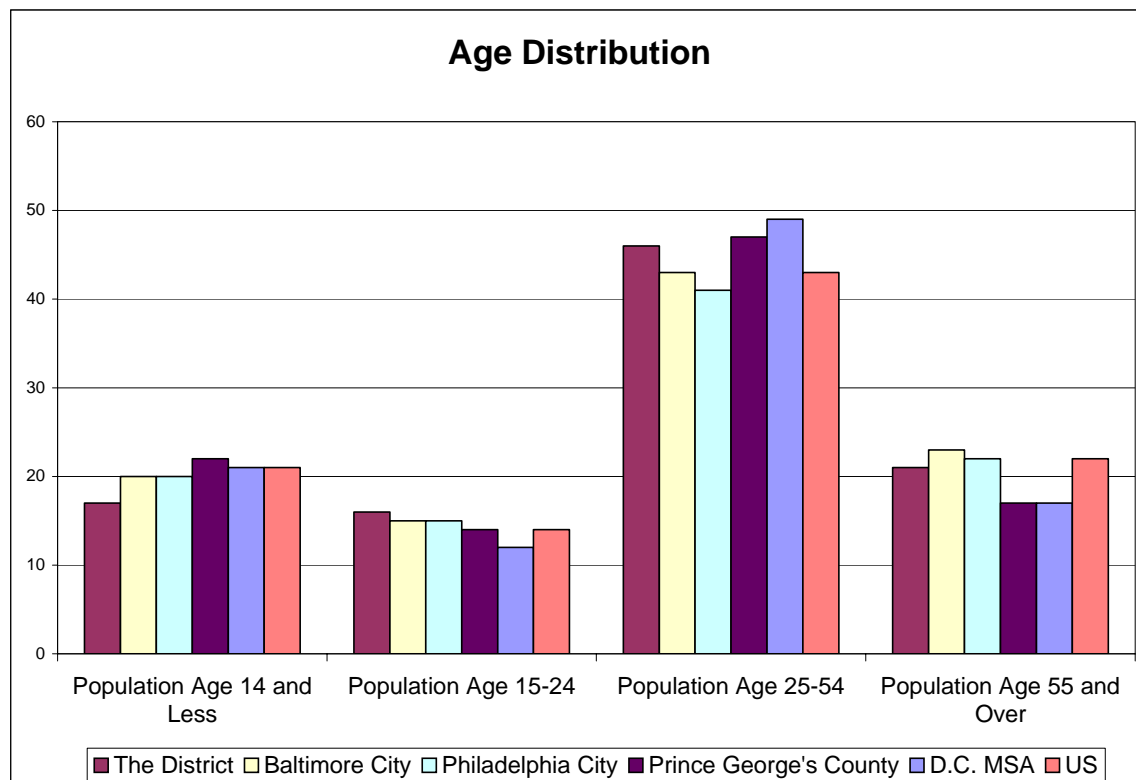
### ***Why is this important?***

Size matters, as does the change in size and the density. Why is the District showing a decline in population while the MSA is increasing? And what is the impact of the District's significantly higher density on other core indicators in the report?

## Strong “Entry-Level” Age Demographics Offset by Lower Rates of the Very Young

### *How are we doing?*

The percentage of “entry-level workers” age 15-24 is highest in Washington D.C. of the areas reviewed. The percentage of the prime age working population is high in D.C. District and the Washington D.C. MSA compared to most areas and the national average. The District has a smaller percentage of population age 0-14 than other areas reviewed, and the D.C. MSA has a much smaller rate of population age 55 and over than the national average.



### *Why is this important?*

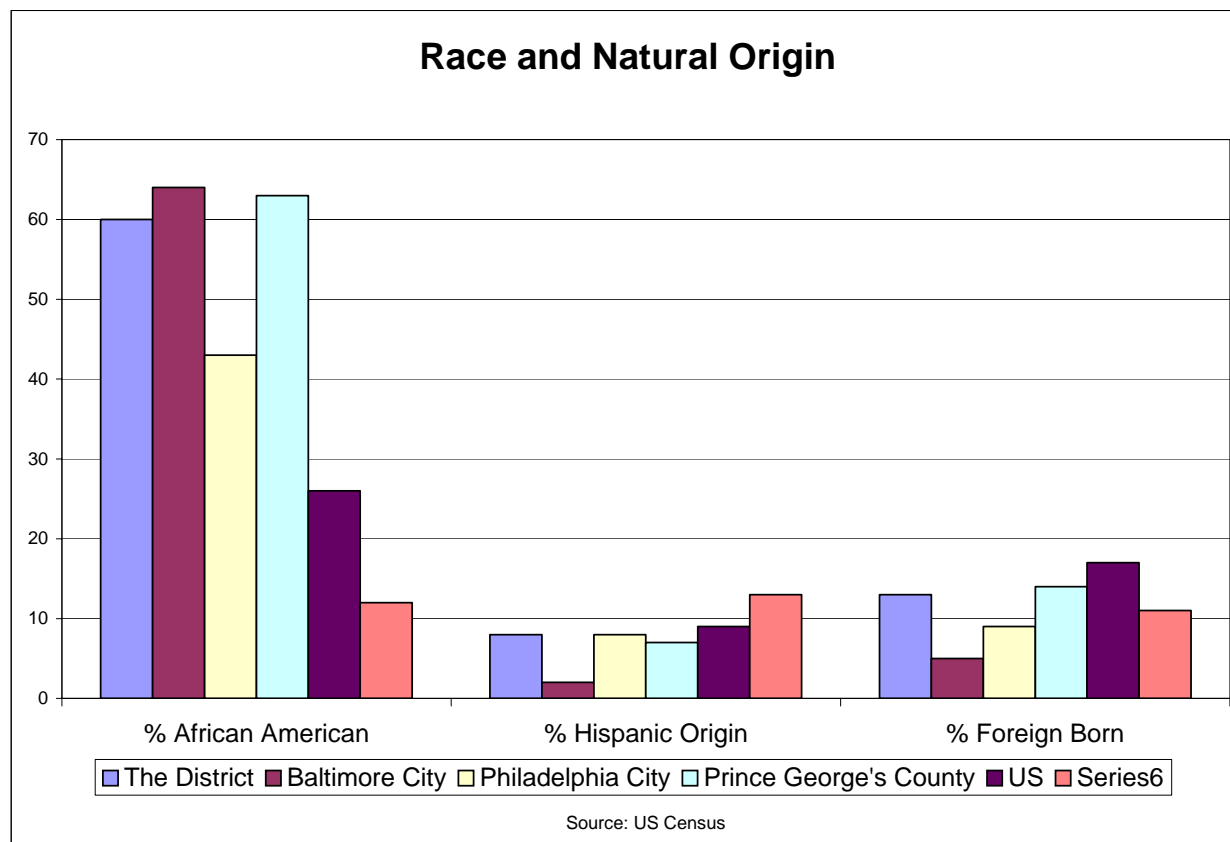
Washington D.C. is well positioned with a prime age working force and a competitive edge in rates of entry-level workers, but faces a future shortage of workers if current youth population indicators remain the same. At the same time, the metro area has low rates of older workers getting ready to retire, so there might be a temporary tightening of the labor market as young workers enter before older workers exit. This is likely to be tempered by the future shortage of young workers and as the last of the baby boomers (those born from 1946 to 1964) move closer to retirement.

One thing to keep an eye on – in areas with shortages of younger workers, nearly all available persons will be needed to work. This increases the need for non-traditional populations including ex-offenders, disabled workers, and retired workers returning to the workforce. This will increase the need adult education, training and retraining.

## The District is Racially and Ethnically Diverse

### *How are we doing?*

The District, the Washington D.C. MSA, and the other areas reviewed have a much larger African American population than the national average. Regarding the foreign born population, both Washington D.C. and the Washington MSA have higher percentages than the national average.



### *Why is this important?*

Diversity suggests the need for cultural sensitivity as business continues moving towards team-based approaches. Diversity also brings with it other challenges, such as English literacy training and other social and support services. Yet, even so, many economists believe that the more diverse the area is, the more likely it is to thrive in the new economy because knowledge workers are attracted to cultural diversity.

# Young Black Males are Being Left Behind in the Labor Market

## *How are we doing?*

One in three black men between the ages of 20 and 29 is under correctional supervision or control<sup>11</sup>. 1.5 million black men out of a total voting population of 10.4 million have lost their right to vote due to felony convictions. Fewer less educated young black males are being employed than 20 years ago. The gap is growing between cities and suburban areas. (While the study of industrial metropolitan areas – from which these statistics are drawn - did not include D.C., we are including it here because the plight of minority males in large, urban areas tends to be similar.)

## **Left Behind in the Labor Market: Recent Employment Trends Among Young Black Men**

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- Only 52% of young, less educated black males are employed today, compared to 62% 20 years ago.
  - The employment rate of young, less educated black males is much lower in cities than in the suburbs, and the gap has widened over the past decade.
  - Demographic and labor market trends alone cannot explain the drop among these men. Other factors – such as rising fear of crime among potential employers or increased enforcement of child support orders – may play an important role.
  - Southern metropolitan young black males have better employment prospects than those in older industrial metro areas or major metro markets.
- 

Source: Paul Offner and Harry Holzer, Georgetown Public Policy Institute, Center on Urban & Metropolitan Policy, The Brookings Institution, April 2002. This study does not include Washington D.C.

## *Why is this important?*

We are quickly losing a valuable resource – available young black males. The gap between rich and poor, educated and less educated is expanding. This trend must be addressed or the supply of workers who have high skills will continue to decrease. The fact that nearly 10% of all black males have already lost their right to vote - and thus their right to help change their own plight through elective politics – is perhaps a reason for the disenfranchisement of large segments of the urban workforce.

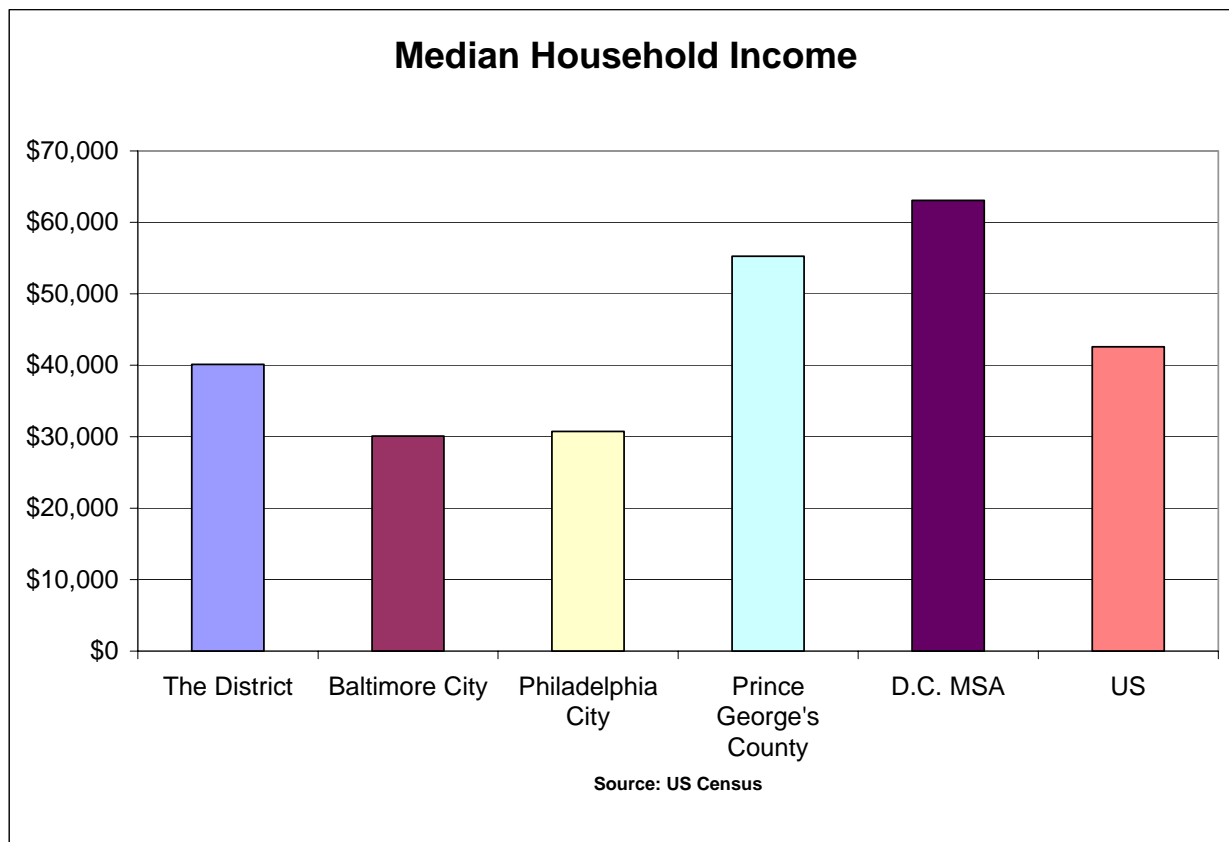
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<sup>11</sup> Mauer, M. & Huling, T., *Young Black Americans and the Criminal Justice System: Five Years Later* (Washington D.C. The Sentencing Project, 1995).

## District Income Level Not Even Two-Thirds That of Metro Area

### *How are we doing?*

Of the areas studied in this publication, the D.C. MSA has the highest median household income (about \$20,00 higher than the U.S.). Prince George's County also has an above average income range. The District is slightly below the U.S. and is not even two-thirds of the metro area's income level.



### *Why is this important?*

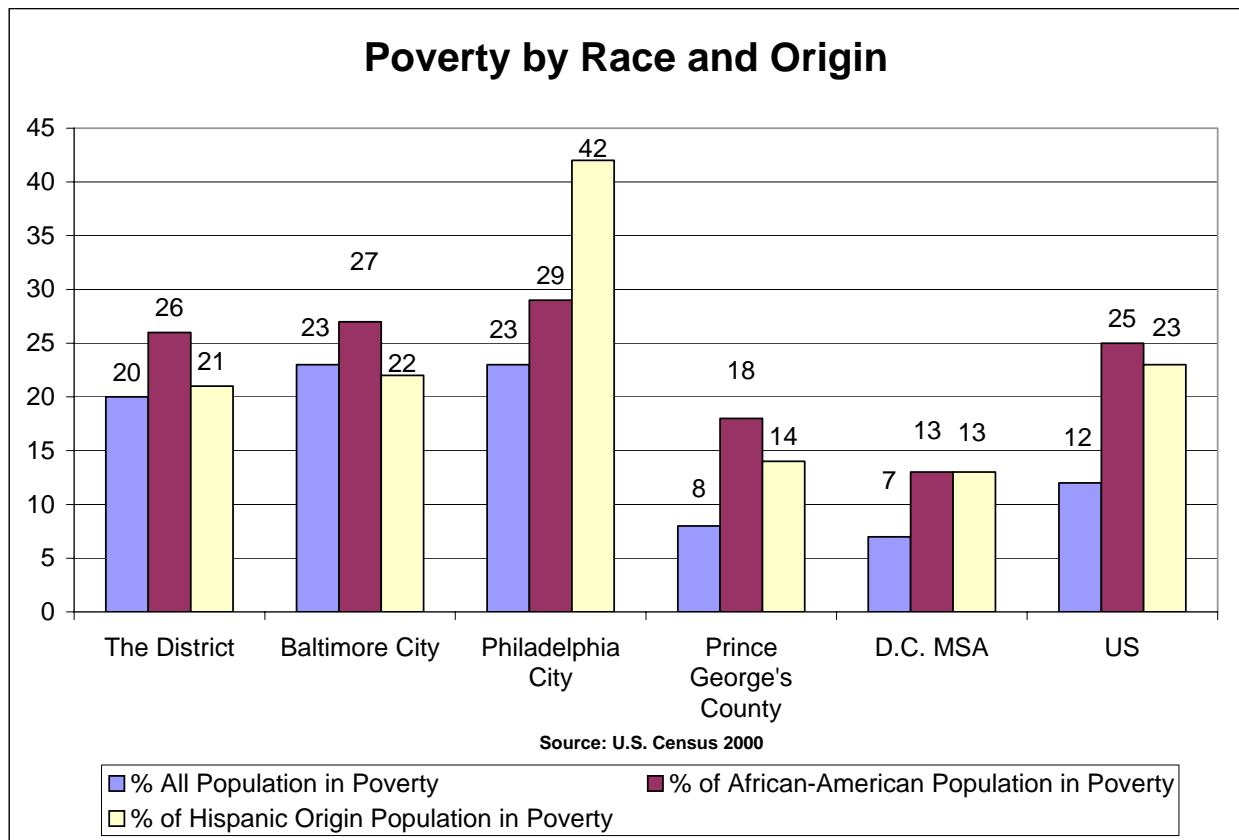
Income is a basic measure of prosperity, however it must be looked at in combination with costs of living, which is done later in this report.



## Poverty Levels Exceed the National Average

### *How are we doing?*

All of the cities reviewed had higher poverty rates than the nation, but the D.C. MSA had a lower rate. African-Americans have the highest poverty rates in The District, and in all other areas except Philadelphia, where 42% of Hispanics live in poverty. Only half of that rate of Hispanics live in poverty in D.C.



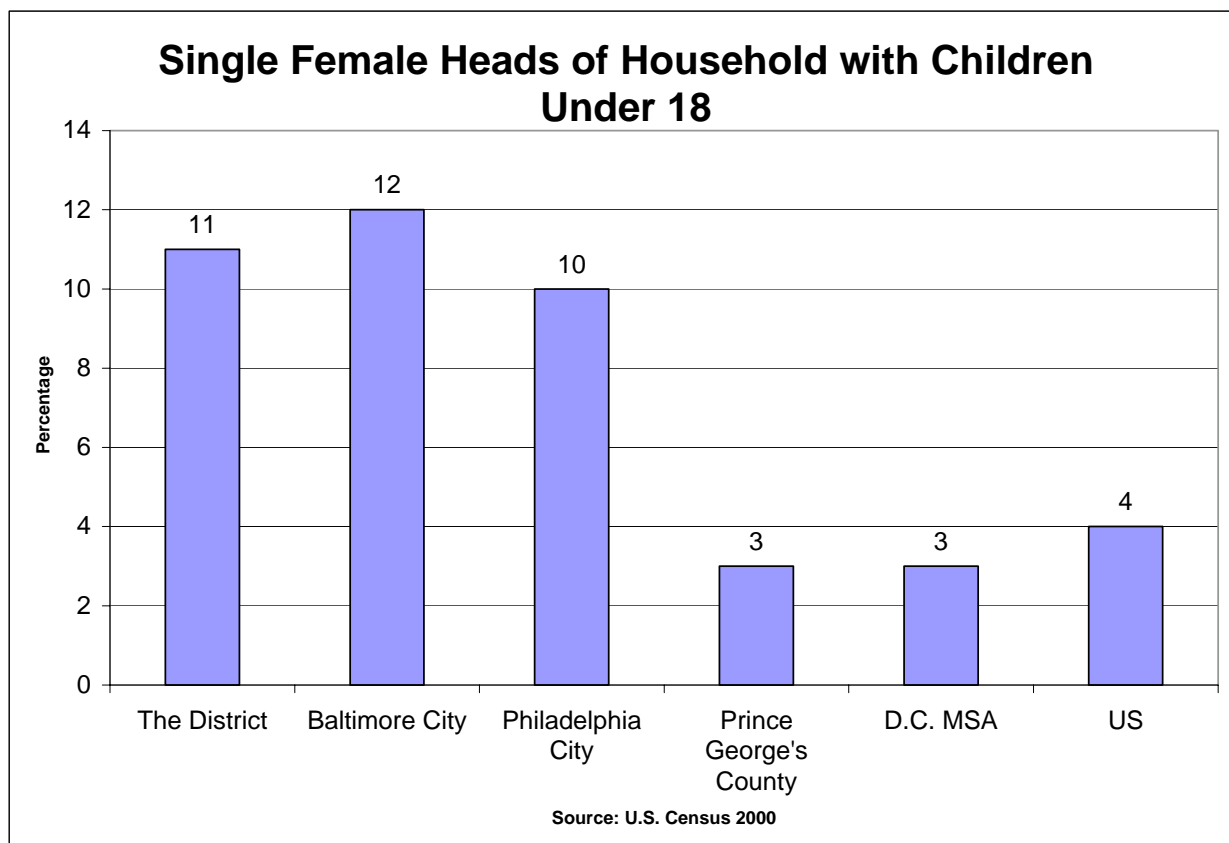
### *Why is this important?*

“Leaving no one behind,” continues to be a focus across the nation. However, closer attention needs to be paid to “who” is being left behind. In The District, higher rates of blacks are in poverty, and this ultimately impacts many other indicators such as education, employment, income, etc.

## Over 10% of District Households are Led by Single Females with Children under 18.

### *How are we doing?*

Of all households in the District of D.C., 11% are households led by a female with no husband, and with children under the age of 18, and are below the poverty level.



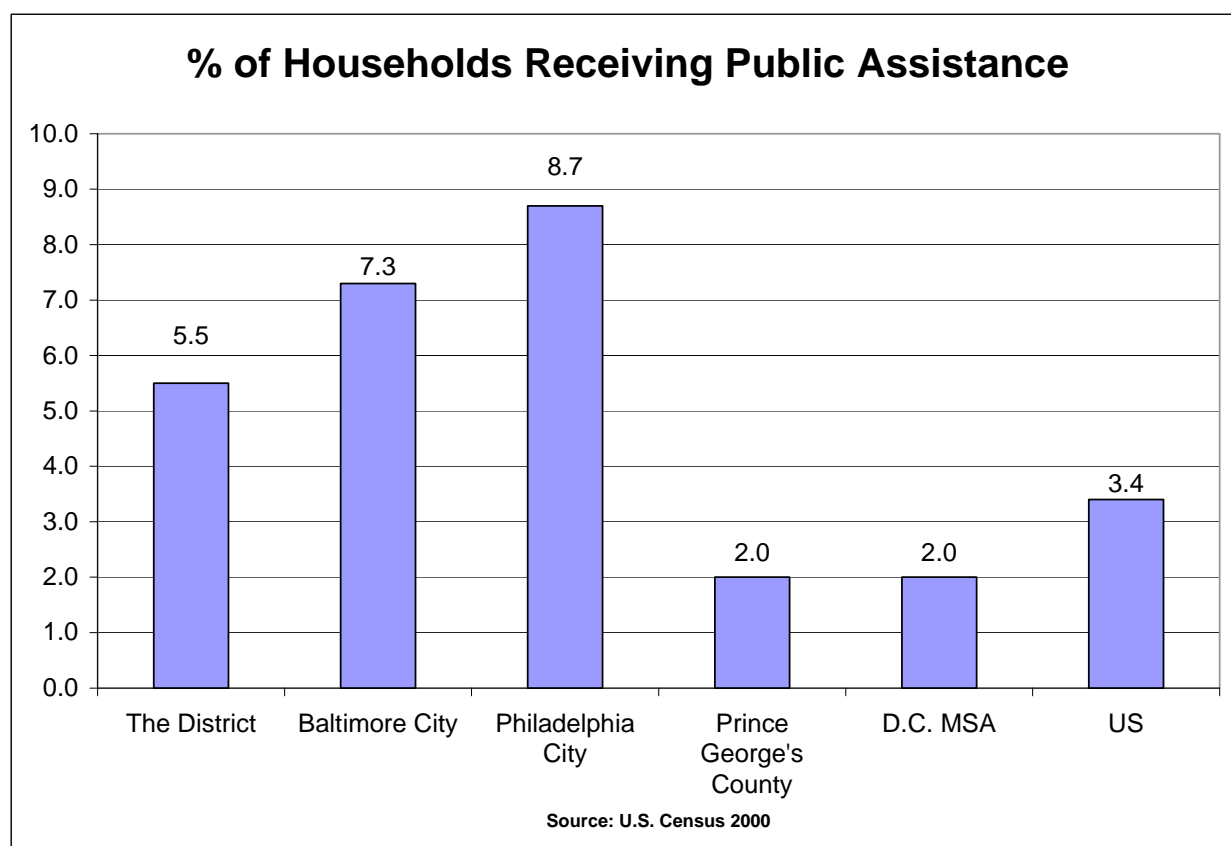
### *Why is this important?*

The rate of households headed by single females with children under 18 is significantly higher in the District than the outlying areas. This provides both challenges and opportunities for policy makers as they seek to fill critical skills shortages and minimize the “cycle of poverty” likely to reflect upon the children living in the poverty.

## Households Receiving Public Assistance Twice As High in The District as in Overall Metro Area

### *How are we doing?*

While Baltimore and Philadelphia cities have higher rates of households receiving public assistance, once again the rate in the District is disproportionately high compared to the metro region, and it also exceeds the national rate.



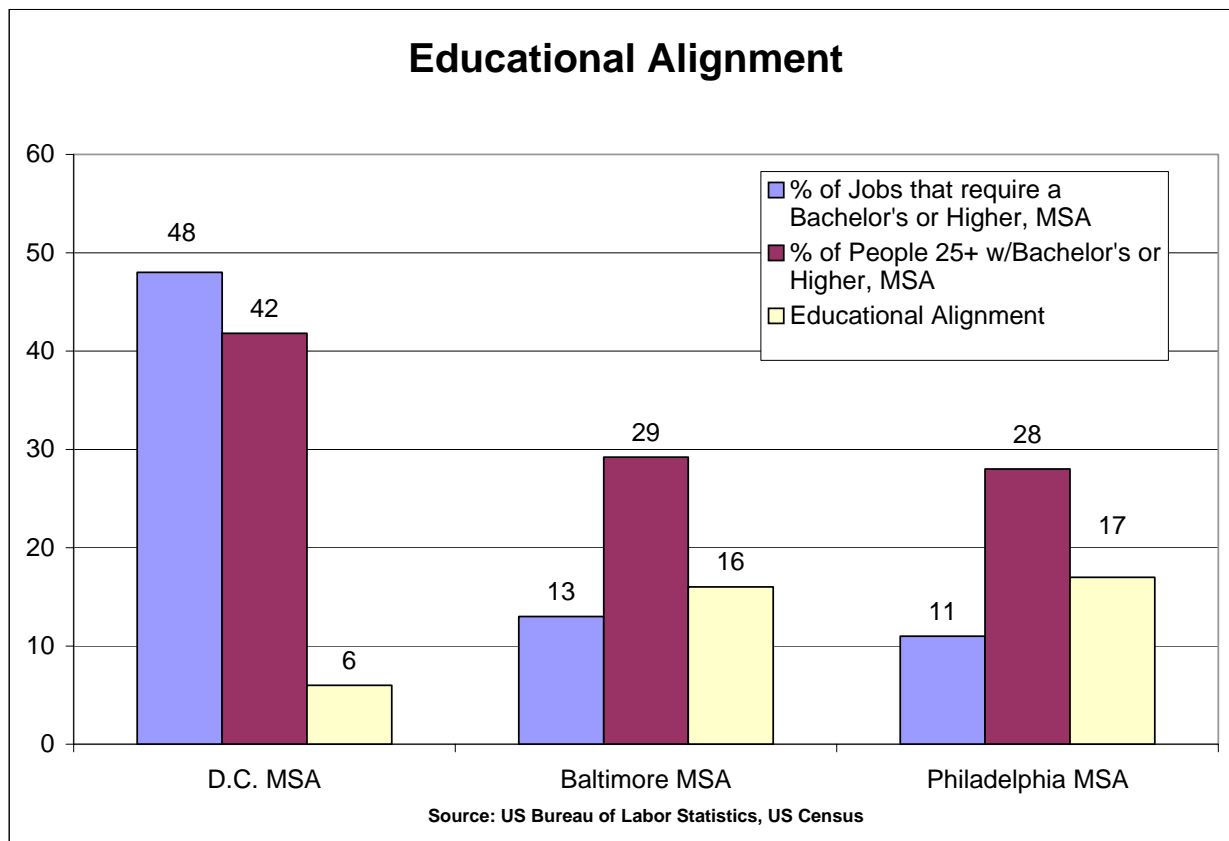
### *Why is this important?*

Again, it is important to the workforce and to society that no one is left behind. Those receiving public assistance typically require intensive support services, job training, and other subsidies. This has a tremendous impact on the resources available in a community.

## Demand for Bachelor's Degree Well-Met by Labor Supply

### *How are we doing?*

We already know from the New Economy Index that D.C. has the highest rate of jobs that require a bachelor's degree of any of the top 50 metro areas in the nation. This data goes farther to show that nearly the same rate of the population report having a bachelor's degree or higher, with the D.C. MSA being the only one of the three studied where the two rates of job requirements and people are within less than 10 percent of one another.



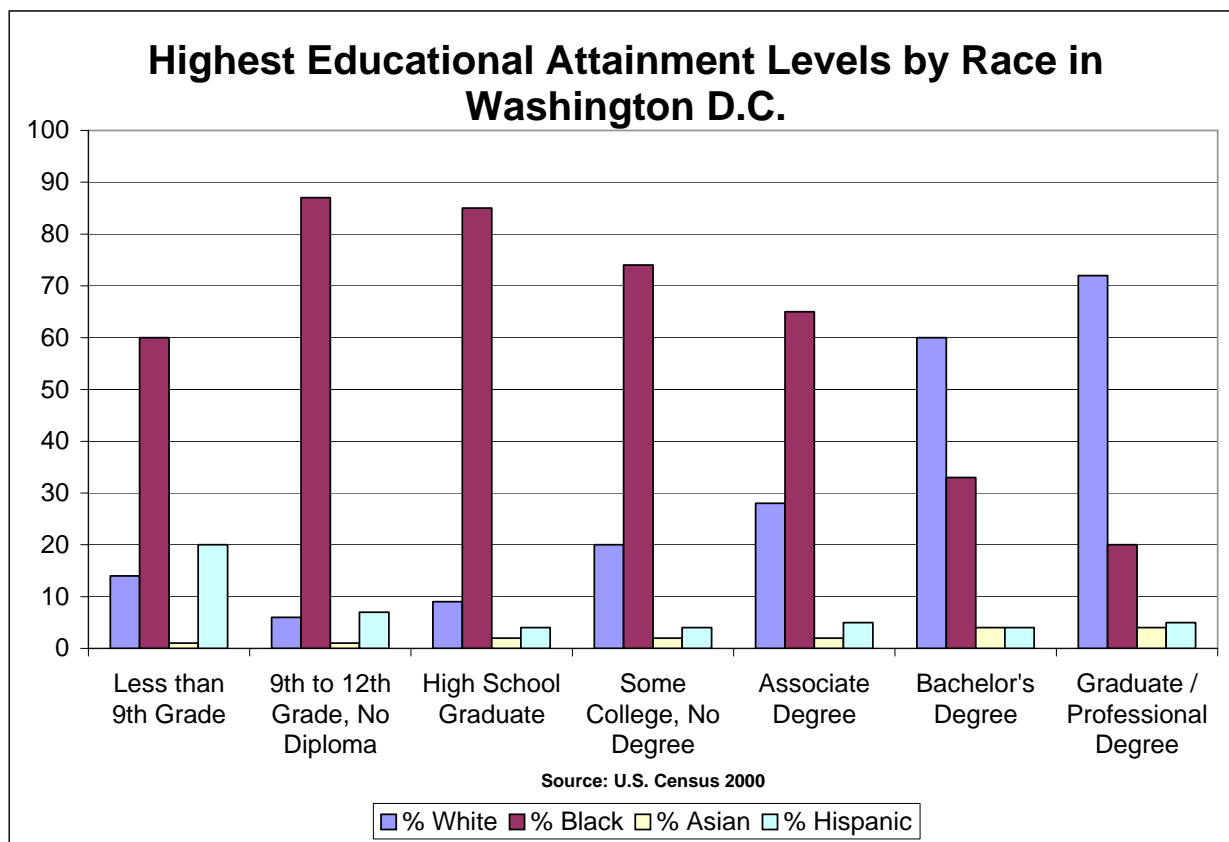
### *Why is this important?*

This is critically important, and appears to be a significant strength of the region. In many areas across the country, pride is taken in the rates of jobs that require a bachelor's degree, but if the rate of people with a Bachelor's degree is significantly less, is that better than an area where the alignment is closer together? The law of supply and demand appears to favor D.C., as employers are likely to locate "knowledge jobs" where they believe there are "knowledgeable people".

## Racial and Ethnic Inequality in Educational Attainment

### *How are we doing?*

Of all Bachelor's degrees held by the population age 25 and over in the District, 60% are held by whites compared to just over 30% for blacks. African Americans, however, make up over 80% of the population age 25 and over in the District with only a high school degree, or with an education ranging from 9<sup>th</sup> to 12<sup>th</sup> grade, with no diploma.



### *Why is this important?*

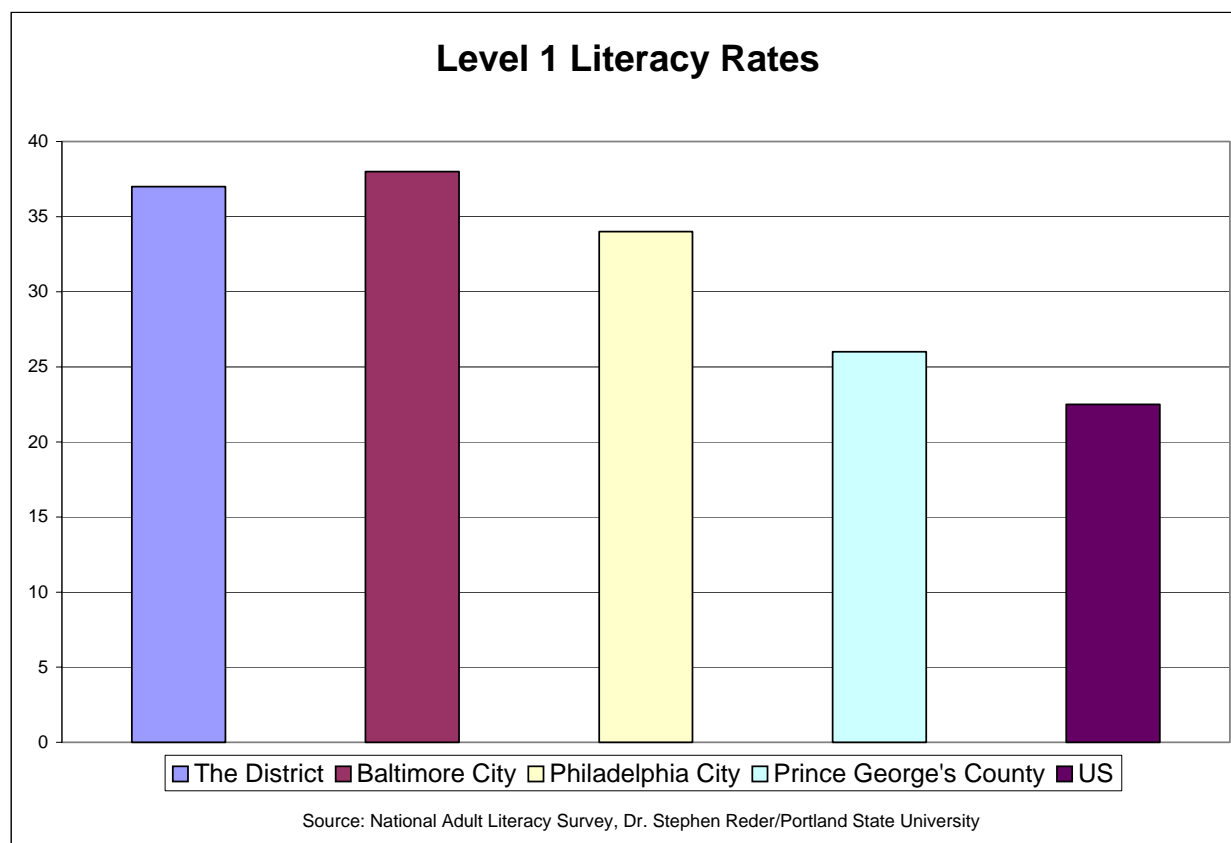
While the metro region has a strong demand for education and the supply of labor is well educated, the District does not fare quite as well, particularly when looking at attainment by race. Whites make up the greatest percentage of those holding bachelor's degrees or higher, while blacks have the highest percentages of those holding lesser education credentials.

## Literacy Rates Indicate Problems

### *How are we doing?*

The National Adult Literacy Survey provides an outstanding measure of an area's basic and advanced literacy on 5 different levels ranging from 1 (worst) to 5 (best). These data combine 1992 literacy data with 1997 synthetic estimates for local areas using the 1992 data and 1990 U.S. Census data. The data will be updated in 2002. Level 1 literacy indicates an inability to sign one's name, identify a country in a short article, locate the expiration date on a driver's license, or total a bank deposit entry.

All of the areas in this study had level 1 literacy rates higher than the U.S. average; Baltimore City had the highest rates followed by The District. These areas had rates over 10 points higher than the U.S.



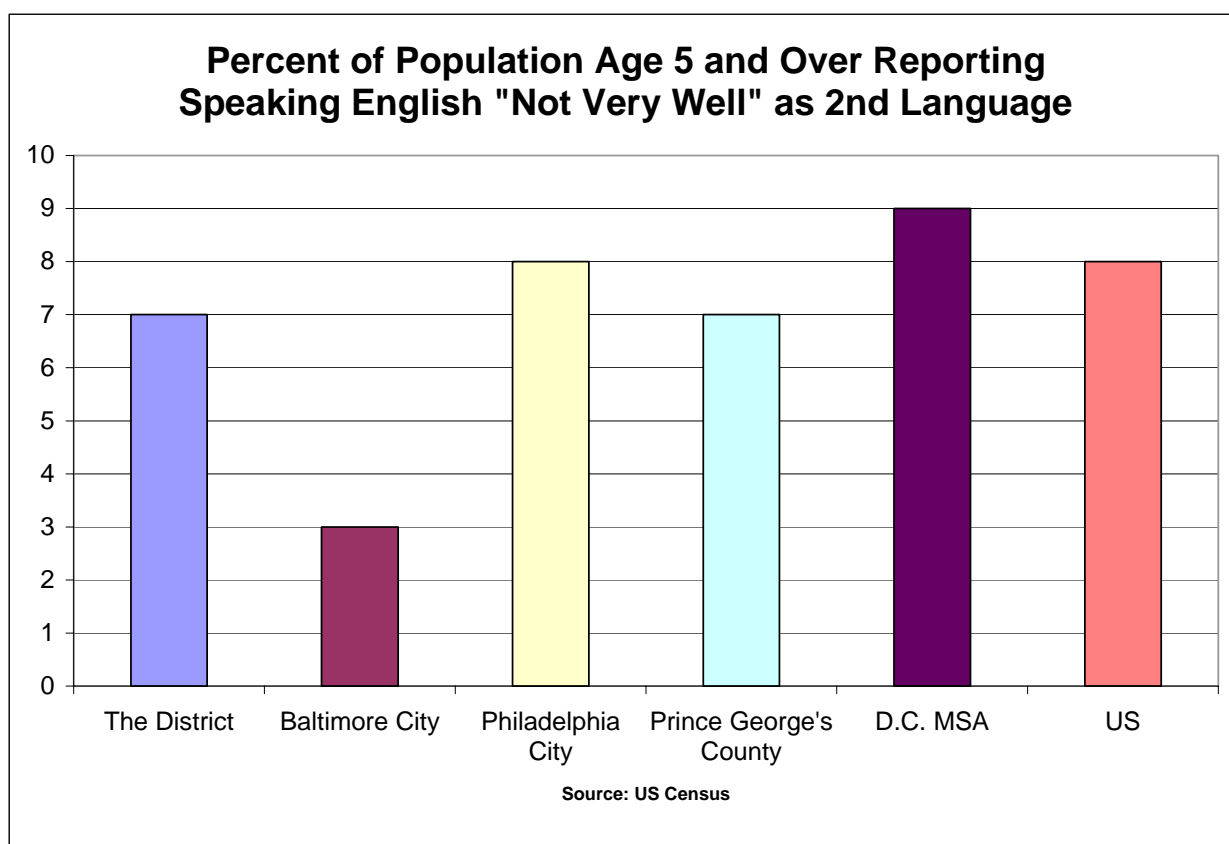
### *Why is this Important?*

Employers lament that they need someone with basic skills that they can train. Literacy is the most basic of skills and remains fundamental to workplace and societal success.

## Cultural Diversity in D.C. Metro Region Brings English Literacy Challenges

### *How are we doing?*

It has been reported that about 1 out of 10 D.C. MSA residents have poor English speaking skills. The D.C. MSA had the highest rates while the other areas in the study had comparable or better rates than the U.S. average.



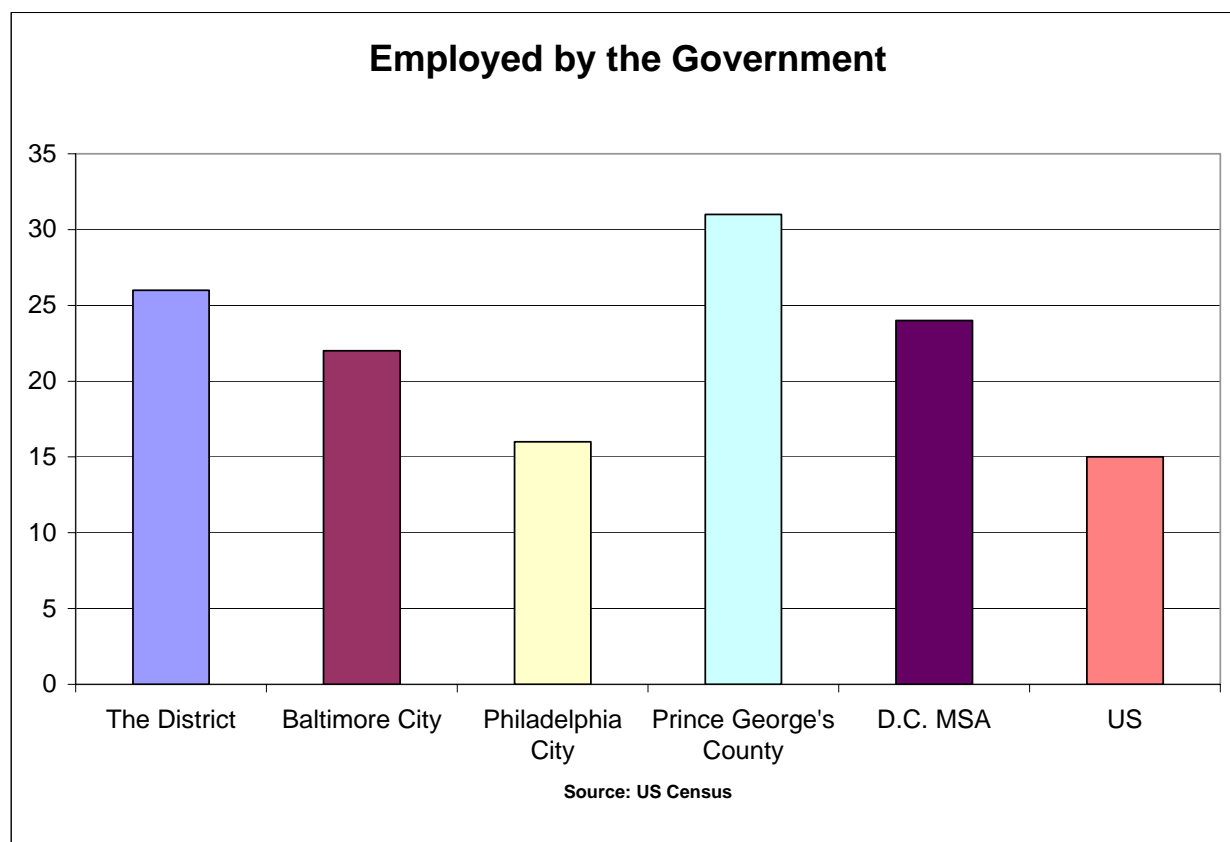
### *Why is this important?*

While cultural and ethnic diversity increases an area's vitality, it often brings with it the challenges of English literacy. The need to speak English remains a critical job skill and is particularly vital in this area because of the hospitality and services segments of the economy. Understanding differences, teamwork, and communication are all workplace skills that are hampered by poor English literacy.

## Over 1 in 4 District Residents Work for the Government

### *How are we doing?*

It is not surprising that there is a high percentage of government workers in each of the areas studied. In Prince George's County, over 30% of the residents are employed by the government. Over 1 in 4 people in The District and not quite 1 in 4 people the D.C. MSA are employed in the government sector.



### *Why is this important?*

Government employment has many advantages, including stable employment, entry-level positions and career progression, unionization (in most cases), and high quality of life (typically 9 to 5 weekdays with no evenings or weekend work).

Local policy makers must seek strategies that further institutionalize working relationships with federal agencies, such as the Office of Management and Budget, for training and placement programs for both District workers and District residents.

In short, when the conversation turns to “employers” and “critical industries”, the government cannot be ignored and should be “at the table” not only as policy maker, but also as an employer.



# Understanding the Federal Government Employee Profile

## *How are we doing?*

Two-thirds of District residents that work in government work do so for the Federal Government. The typical Federal Civilian employment is middle aged (45.9 years), may be a member of a minority group (30.0%), and is in a white-collar occupation (86.9%). Men outnumber women 55.3% to 44.7%. A large portion of federal government workers live in the Washington D.C. MSA area (15.8%).

Characteristic	Government Employee
Age	45.9 years for full-time employees
Length of Service	16.9 years for full-time employees
Retirement Eligibility	15.0% of those covered by Civil Service Requirement
Education Level	40.2% have Bachelor's Degree or Higher
Gender	55.3% Men; 44.7% Women
Race and National Origin	30.0% are minority group members; 17.0% African-American, 6.5% Hispanic Origin, 4.4% Asian
Disability Status	7.2% have disabilities
Military Experience	24.8% have veteran's preference; 3.9% are retired military
Occupational Composition	86.9% White Collar
Geography	15.8% in D.C. MSA
Union Representation	74.7% eligible; 60% represented
Work Schedule	90.1% full-time, 3.4% part-time

## *Why is this important?*

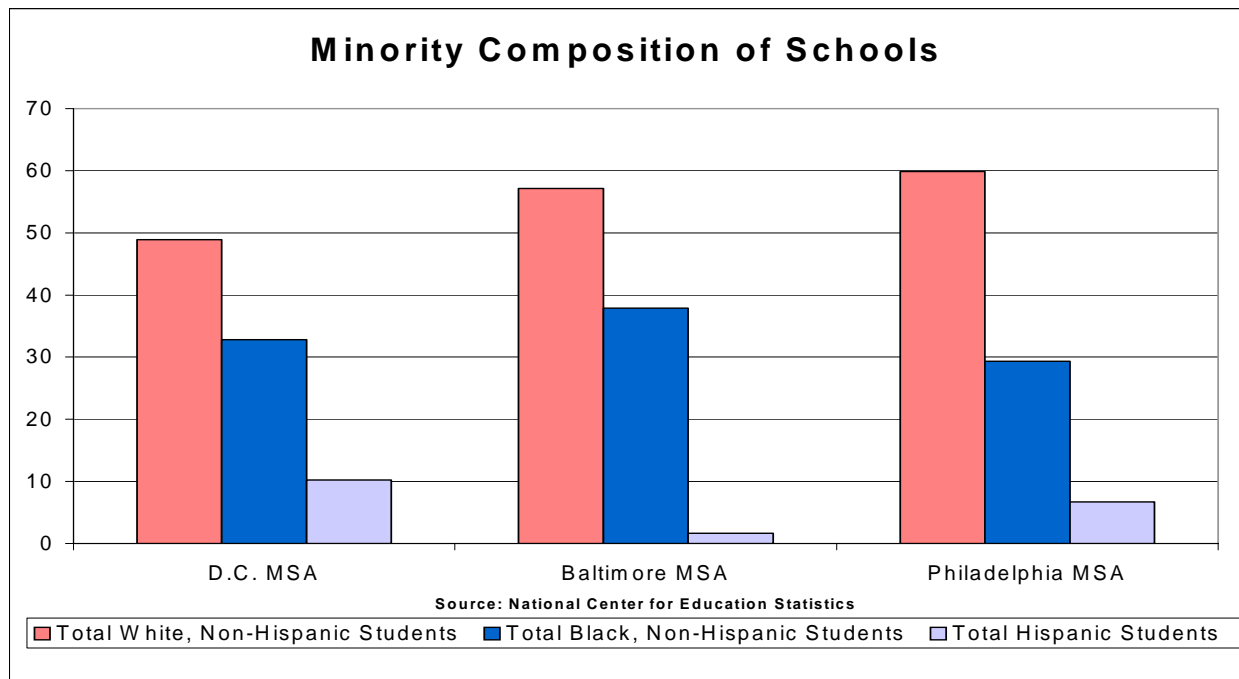
To the extent partnerships are developed to promote federal government employment programs in the District, it is important for policy makers to understand the basic demographics of the job, for example the fact that 87% are "white collar" and that 75% include union representation.

## Future Workforce Supply

### Diverse Student Enrollment Including Hispanic Population

#### *How are we doing?*

Reflecting the diversity of the overall population, D.C. MSA is a fairly diverse area, with similar rates of black students and higher rates of Hispanic students compared to the Baltimore MSA and Philadelphia MSA.



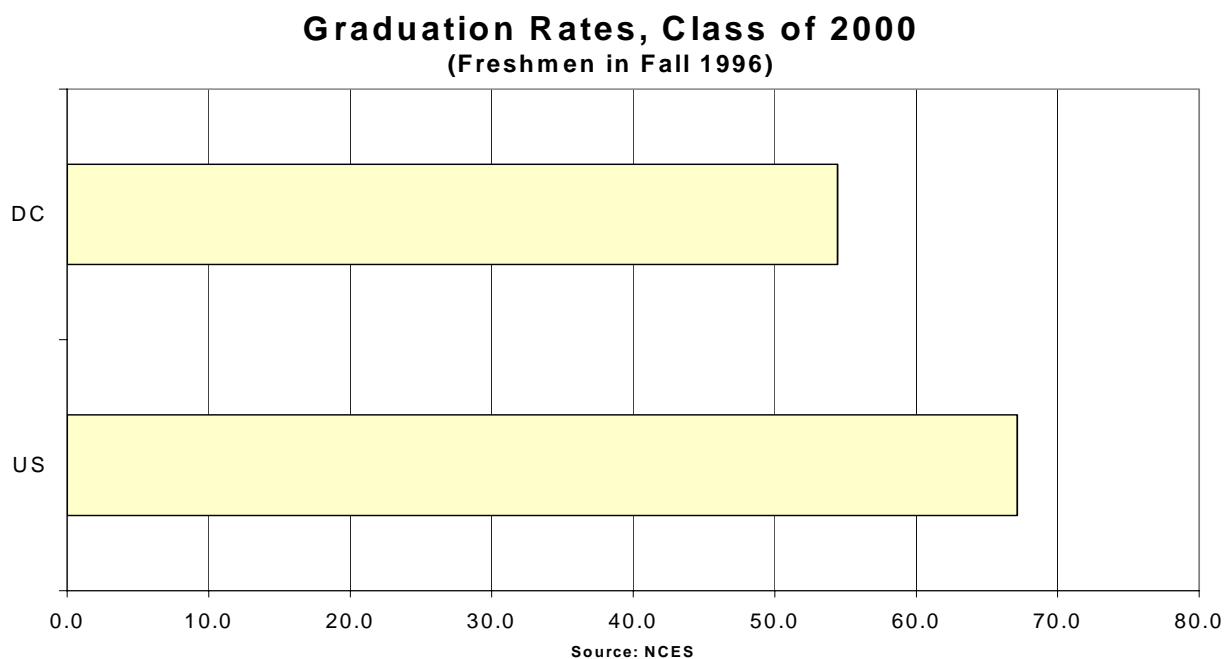
#### *Why is this important?*

As we look at other education indicators, it is important to keep racial distribution in mind so that “no child is left behind” as diversity continues to increase.

## Class of 2000 Graduation Rates Much Lower than Nation's

### *How are we doing?*

The graduation rate represents the percentage of freshmen in the fall of 1996 that graduated as scheduled four years later. D.C.'s graduation rate is 54.4% compared to the U.S. rate of 67.1%.



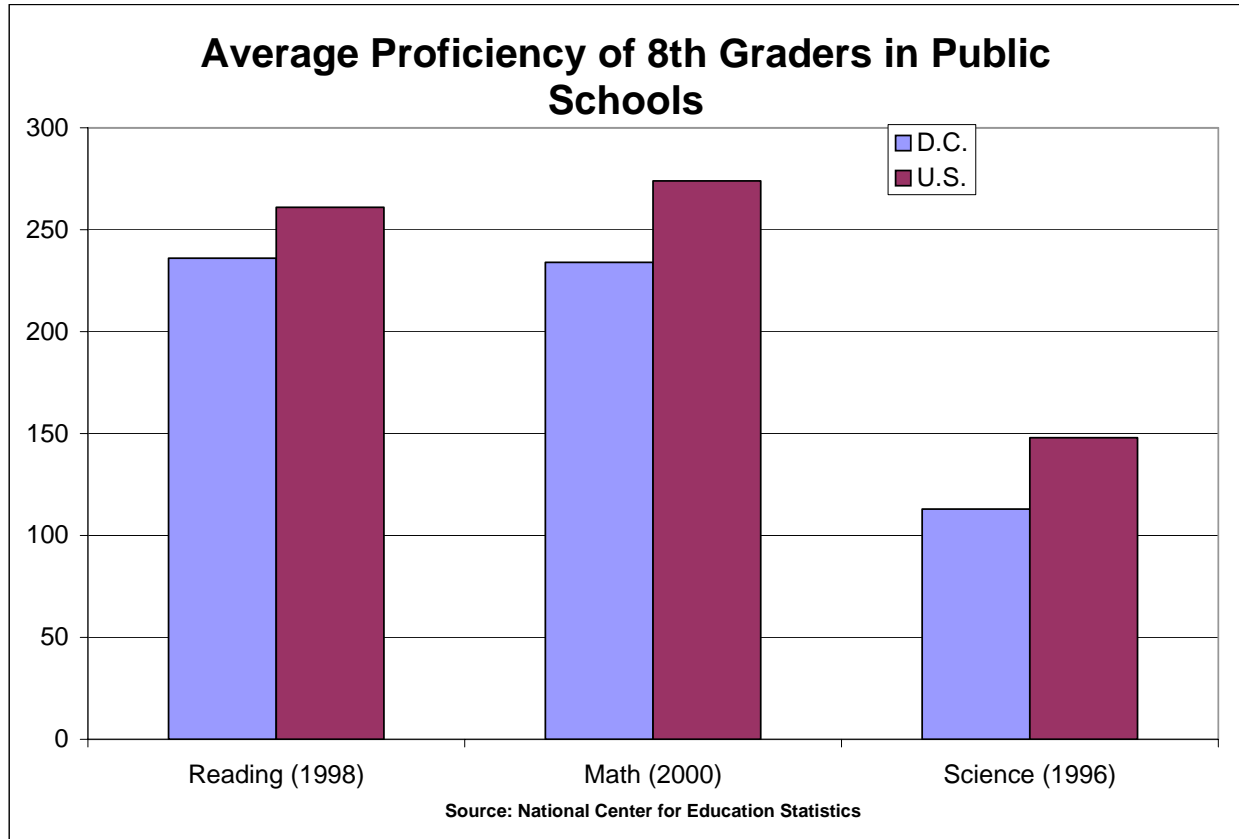
### *Why is this important?*

Decision makers should be concerned not just in D.C., but also throughout the nation. Low graduation rates indicate future problems in having enough qualified workers to meet future demand. Low graduation rates are typically symptomatic of larger social ills.

## Proficiency Scores are Low in D.C.

### *How are we doing?*

Scores in reading, math and science for 8<sup>th</sup> graders are lower in D.C. than for the nation.



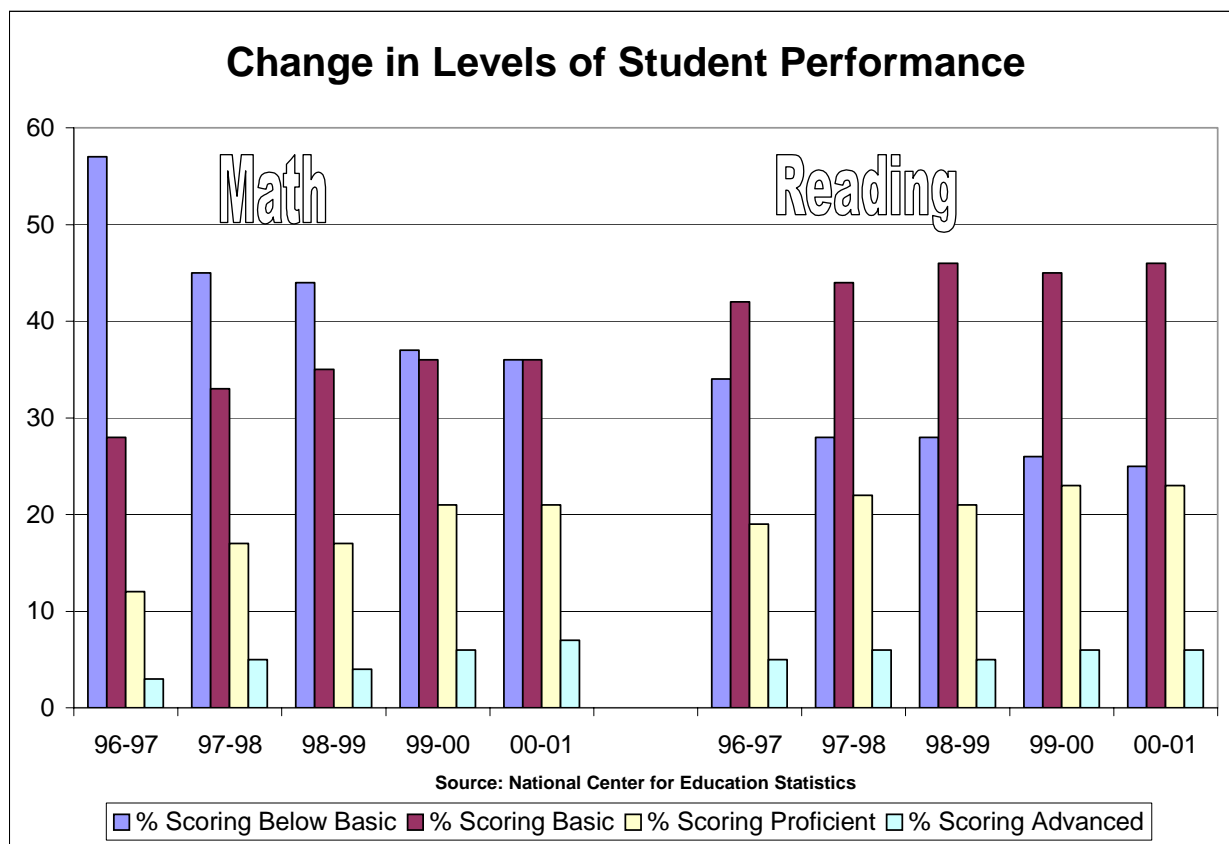
### *Why is this important?*

Reading, math, and science remain critically important knowledge and skill sets. The fact that D.C. trails the nation should be of concern to employers, policy makers, and citizens alike.

## Much Improvement Seen in Basic Efficiency Scores

### *How are we doing?*

While scores on the preceding page are viewed as low, it is vitally important to note that scores are improving already. A look at “Below Basic” scores – the lowest of the four categories – shows that less students have been testing below basic skills mastery over the past five years, to the point where in math those testing at basic levels now equal those testing below basic. Rates of students testing proficient in math have also been increasing. Likewise, rates of below basic scores for reading have been declining over time, although rates of students testing proficient in reading have remained relatively steady.



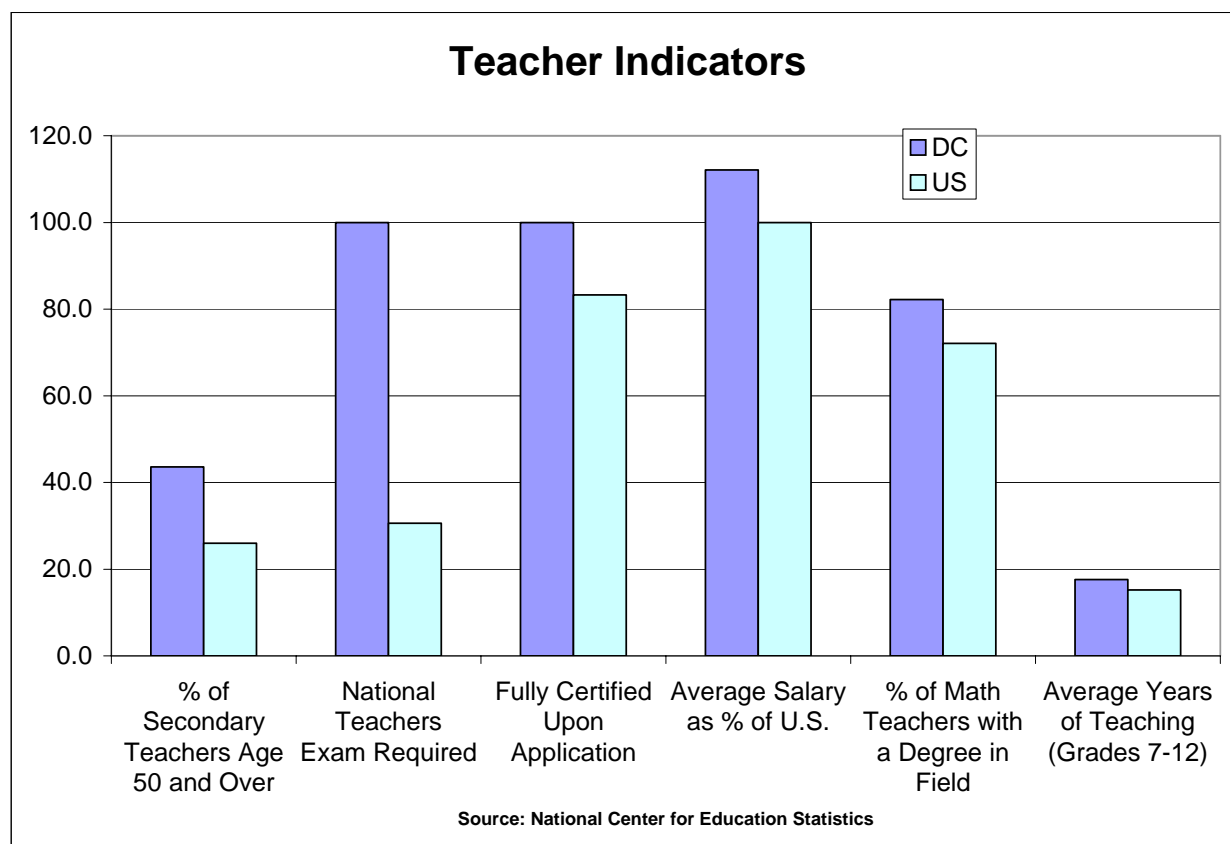
### *Why is this important?*

While test scores in general are lower than the nation (as seen on the preceding page) it is great to see that improvement is already being made. At the current rate of progress, more students will eventually test at basic levels than below basic levels in math, and proficiency scores in math will also increase.

## D.C. Teaching Requirements are Stricter than Rest of U.S.

### *How are we doing?*

Standards for teachers are very high in D.C. All must take the National Teachers Exam and be fully certified upon application. Furthermore, this likely impacts the teacher salaries, also influenced by the higher age of teachers. Additionally, more D.C. teachers have their math degree, another plus for future student math scores.



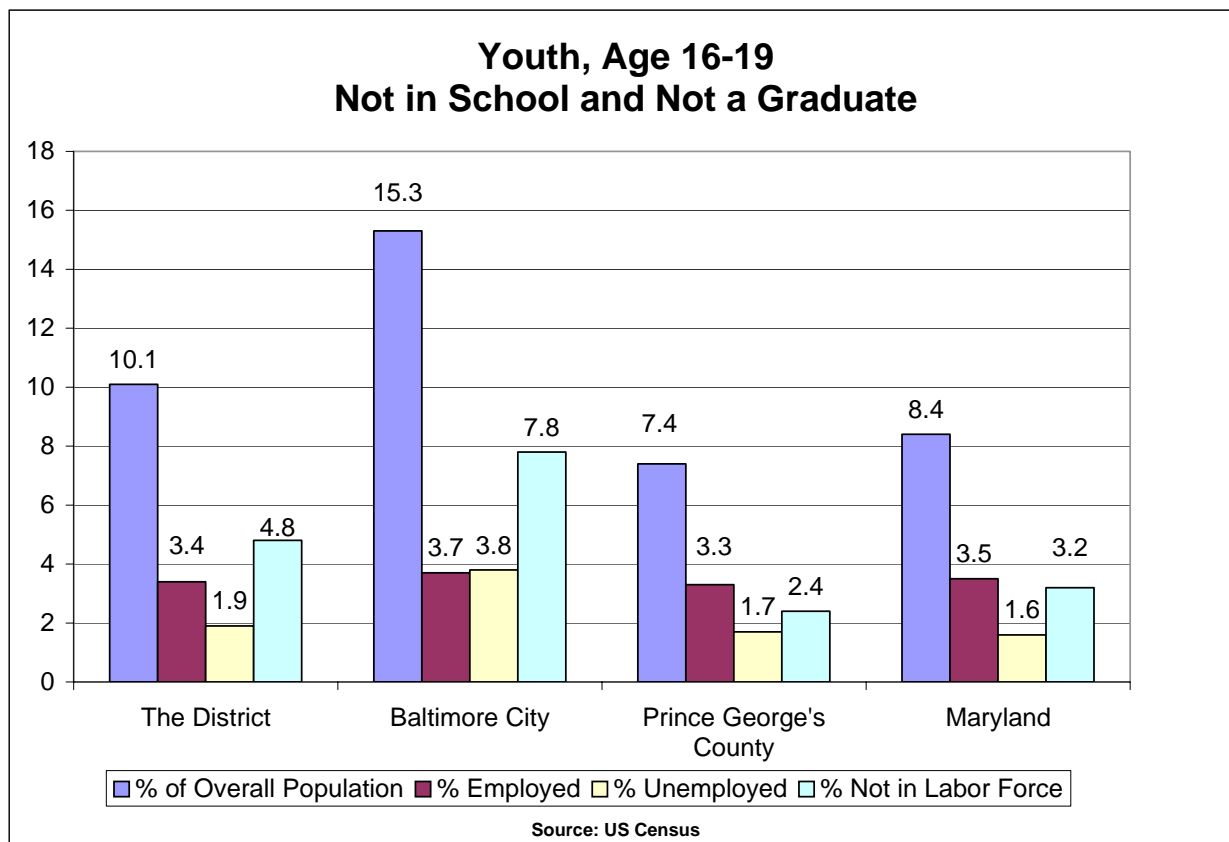
### *Why is this important?*

Teacher qualifications and standards are high in D.C., yet student performance has not kept pace. While teacher's salaries are higher than the national average, the cost of living makes it difficult to attract new teachers. This will continue to be a problem since retirement age is fast approaching for a large portion of D.C. teachers. At a time of great emphasis on the education of our youth, the need for a quality teaching force will remain very high.

## Over 2,000 At-Risk “Older Youth” in The District

### *How are we doing?*

10.1% (3,265 people) of the District population age 16 to 19 are not in school and are not high school graduates. 4.8% (1,554) of this age cohort are not engaged in the labor force, and an additional 1.9% (621) are unemployed.



### *Why is this important?*

The term “at-risk” youth is used often with varied meaning. However, one definition is represented in the chart above – youth age 16 to 19 that are not in school, are not high school graduates, and are unemployed or not in the labor force.

## Obstacles to Youth Employment: Lessons Learned in Chicago

### *How are we doing?*

While this data does not come from DC directly, it is applicable to any metropolitan area and therefore has relevance to the District.

- Most students feel that high school counselors are not aware of options. Many students learn of options from peers, family members, or other organizations.
- School-to-Work programs are difficult for students to learn about and join.
- The best programs provide classroom instruction with “hands-on” training to provide a complete view.
- Low-income youth face obstacles to employment because of limited communication skills, difficulty with the application process, lack of etiquette (how to dress and behave), and employer stereotypes about minority youth.
- Low-income youth face serious transportation problems because of distances they have to travel and inadequate public transportation in residential areas.
- Low-income youth lack role models and have unrealistic expectations of what it takes to be a wage earner.
- Background checks will exclude youth with criminal records.
- Dropouts face the concern of employers that the pattern will repeat itself.
- Teen mothers face barriers due to childcare arrangements and the need for very flexible schedules.

### *Why is this important?*

If students believe that school-to-work programs are difficult to learn about and join, then better communication is clearly in order. The D.C. area must validate the extent to which that is the case. Furthermore, guidance counselors must do a better job conveying information to students.

Of equal concern are the barriers to employment, including background checks and “fear of dropouts”. In particular, teen mothers face barriers due to childcare needs. Policy makers must pay close attention to these barriers as they seek to reduce the number of at-risk youth.



## Only 1 in 3 Principals Feel That Washington D.C. Students Arrive with the Learning Skills They Will Need<sup>12</sup>.

### *How are we doing?*

The 1999 Customer Satisfaction Survey for The District schools (web site below in footnote) revealed a number of very interesting findings, highlighted within each section box.

#### General Attitudes

- 96% of principals and 81% of teachers agreed that their school is a good place to work.
- 79% of parents were happy with the school their child was attending.
- The percentage of students who say they like going to school was 76%.
- **94% of students think that going to school will help them to get a better job some day, and 91% want to continue their education after high school.**

Of particular note above is the apparent discrepancy between the graduation rate of high school students shown earlier (about 50%) differs from the last bullet above that indicates 94% think school will help get them a better job and 91% want to continue their education after high school.

#### Academic Concerns

- **Both principals and teachers were more satisfied with student achievement, motivation, and skills in 1999 than in 1998.** However, this remained one of the lowest areas of satisfaction.
- There were large increases in the percentage of students who said their teachers make learning interesting, who understand the rules on how to be promoted, who said their homework is interesting, and who said their classroom has books and equipment that help them learn.
- **Only 33% of principals felt that students arrive with the learning skills they will need.**
- The percentage of principals saying the district uses its money to support high achievement increased by 20 percentage points to 80%.

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<sup>12</sup> 1999 Customer Satisfaction Survey( [http://www.k12.dc.us/dcps/data/data\\_frame.html](http://www.k12.dc.us/dcps/data/data_frame.html)). This report provides the results of a set of school satisfaction surveys conducted by Westat under contract to the Washington, D.C., and public school system. Four separate groups of people were surveyed in May 1999: principals (and vice principals), teachers, students (grades 5, 8, 10, and 12), and parents. Principals, teachers, and students were all surveyed within the schools and parents were surveyed by mail. In addition, all of these groups had previously been surveyed in 1998 so this report also discusses changes in satisfaction between 1998 and 1999.

### **Parental Involvement**

- 96% of parents said they make sure that their child always goes to school ready to learn and with his/her homework done. **Only 43% of principals felt that parents were adequately involved at home in supporting their children's efforts to achieve in school.**

Of interest in the box above is the clear discrepancy between the level of parental involvement parents believe they contribute versus what principals believe parents contribute.

### **Policies and Actions**

- 92 to 94 percent of principals, teachers, and parents agreed that under-performing students should be required to take summer school or after-hours classes before being promoted to the next grade.
- 78 to 87 percent agreed that under-performing students should not be promoted to the next grade.
- While 71% of principals felt the district has effective assessments, only 50 percent of teachers agreed.
- **Thirty-eight percent of teachers agreed the district's budget reflects that it is committed to high student achievement.**
- Fifty-one percent of principals agreed the district provides the resources for high-quality extracurricular programs for children. Though low, this was an increase of 18 percent.

### ***Why Is This Important?***

The reasons behind the “apparent disconnects” in the data – difference between wanting to go on to further education and the graduation rate, difference between level of preparation parents believe they contribute versus what principals felt they contribute – must be explored. Much of the data in this report is revealing and informative and shows that an active dialogue about how workforce policy can contribute to educational achievement should begin immediately.

## **D.C. Metropolitan Area Fares Well In New Economy Education-Related Indicators**

### ***How are we doing?***

In the New Economy Index<sup>13</sup>, D.C. ranks 6<sup>th</sup> out of 50 major areas.

The Washington D.C. MSA has been very successful in transitioning to the new economy (high tech/information). The area's very high ranking can be attributed to 1<sup>st</sup> place finishes in the following categories: Managerial, Professional and Technical Jobs, and Workforce Education. The area had a very high ranking (8<sup>th</sup>) in High Tech Jobs.

### **D.C. Rankings Out of Top 50 Metropolitan Areas:**

- Workforce education<sup>14</sup>
  - ◆ D.C. ranks 1<sup>st</sup> at 0.74
  - ◆ San Francisco rates 2<sup>nd</sup> at 0.69
  - ◆ Los Angeles and San Antonio have the lowest rankings at 0.44
- Degrees granted in Science and Engineering<sup>15</sup>
  - ◆ D.C. ranks 11<sup>th</sup> at 10.5
  - ◆ Raleigh-Durham ranks 1<sup>st</sup> at 12.9
  - ◆ Las Vegas ranks last at 8.7
- Academic Research and Development Funding<sup>16</sup>
  - ◆ D.C. ranks 3<sup>rd</sup> at 10.8
  - ◆ Raleigh-Durham ranks 1<sup>st</sup> at 14.5
  - ◆ Jacksonville ranks last at 9.4
- Computer Use in School<sup>17</sup>
  - ◆ D.C. ranks 14<sup>th</sup> at 74%
  - ◆ Louisville ranks 1<sup>st</sup> at 81%
  - ◆ West Palm Beach ranks last at 49%

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<sup>13</sup> Metropolitan New Economy Index, Progressive Policy Institute and Center for Regional Economic Issues, April 2001.

<sup>14</sup> Weighted measure of the educational attainment (advanced degrees, bachelor's degrees, or some college course work) of the workforce.

<sup>15</sup> A weighted measure of the degrees granted in scientific and technical fields as a share of the workforce.

<sup>16</sup> Combined measure of industry investment in research and development at academic institutions and total academic research and development, National Science Foundation, 1997.

<sup>17</sup> Percentage of children using computers in the classroom, Bureau of Labor Statistics, 1998

- Patents<sup>18</sup>
  - ◆ D.C. ranks 31<sup>st</sup> at 0.34
  - ◆ Rochester ranks 1<sup>st</sup> at 2.33
  - ◆ Norfolk ranks last at 0.13
- Venture Capital <sup>19</sup>
  - ◆ D.C. ranks 9<sup>th</sup> at 44%
  - ◆ San Francisco ranks 1<sup>st</sup> at 5.5%
  - ◆ Greensboro and Memphis rank last at 0.0%

### ***Why is this important?***

D.C. fares well overall, including a first place ranking in workforce education and a 3<sup>rd</sup> place ranking in academic research and development funding. This is not surprising, given the presence of the local large federal military and scientific agencies. These should be monitored as a fairly good set of economic metrics that relate to education and the workforce pipeline.

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<sup>18</sup> Number of utility patents issued to companies or individuals per 1,000 workers, U.S. Patent and Trademark Office, average of 1996, 1997, and 1998 data.

<sup>19</sup> Venture capital invested as a share of gross metropolitan product, Price Waterhouse Coopers LLP, 1999.

## Understanding New Economy Technology Skills

### *How are we doing?*

According to the Northwest Center for Emerging Technology's Skill Standards for Technology<sup>20</sup> (developed by major employers including Microsoft and Boeing, American Electronics Association, Department of Commerce, Department of Labor, and the National Science Foundation), the following are the skills associated with "information technology" occupations:

- NWCET Cross-Sector Core Skill Areas
  - ◆ Project Management
  - ◆ Task Management
  - ◆ Problem-Solving/Troubleshooting
- NWCET Information Technology Core Curriculum
  - ◆ Analytical Skills and Problem Solving, including hypotheses development and design, statistical analysis, and business environment skills
  - ◆ Business Organization and Environment, including principles of accounting, professional development, and computer trends in business and society
  - ◆ Coordination and Communication Skills, including customer relations, project management, communication, teamwork, and written communication
  - ◆ Core Computer Software and Hardware Skills, including database applications, email, hardware installation and configuration, Internet, network technologies, presentation software, principles of programming, software installation and configuration, spreadsheet applications, Windows environment, and word processing
  - ◆ Project and Process Flow Skills, including analysis and synthesis, project documentation, proposal writing, quality assurance, research, user testing, and validation
- NWCET Employability Skills
  - ◆ Communication Skills, Organization Skills, Team Contribution and Leadership, Professionalism, Critical Thinking and Decision Making, Customer Relations, Self-Directed, and Continuous Learning

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<sup>20</sup> *Building a Foundation for Tomorrow: Skill Standards for Information Technology*, Northwest Center for Emerging Technologies, sponsored in part by the National Science Foundation, Millennium Edition.

### ***Why is this important?***

Understanding the new economy and technology skills is critical to education and training providers in order to ensure that the region is able to sustain its competitive advantage by developing and retaining a quality technology-literate workforce.

Perhaps equally important is the realization that the cross-sector and employability skills apply to all industries and occupations, and core IT skills themselves will continue to be more and more important across all industries and occupations, particularly in an office-driven economy such as D.C. Many futurists estimate that by the year 2020 the great majority of all office workers will be core IT professionals.

## 21<sup>st</sup> Century Curriculum Should Include Customer and Personal Service, Sales and Marketing, and Clerical

### *How are we doing?*

Among skills in-demand, all occupations require a high level of Reading Comprehension, Speaking, Active Listening, Mathematics, and Writing. Among knowledge requirements in-demand, all occupations require a high level of English Language, Mathematics (also a skill), and Clerical (including word processing, spreadsheet manipulation, and records management).

<b>Occupation</b>	<b>Skills (Tops other than those above)</b>	<b>Knowledge (Tops other than those above)</b>	<b>Activities (Top 3)</b>	<b>Tasks (Top 3)</b>
Retail Salespersons	Service Orientation, Social Perceptiveness	Sales and Marketing, Customer and Personal Service	Selling or influencing others, Performing for or working with public, Communicating with persons outside organization	Prepares sales slip or sales contract; Computes sales price of merchandise, Describes merchandise and explains use, operation, and care of merchandise to customers
Office Clerks	Information Organization		Documenting or Recording Information, Processing Information, Communicating With Persons Outside Organization	Compiles, copies, sorts, and files records of office activities, business transactions, and other activities; Computes, records, and proofreads data and other information, such as records or reports; Operates office machines, such as photocopier, telecopier, and personal computer

<b>Occupation</b>	<b>Skills (Tops other than those above)</b>	<b>Knowledge (Tops other than those above)</b>	<b>Activities (Top 3)</b>	<b>Tasks (Top 3)</b>
Management Analysts	Identification of Key Causes; Information Gathering; Problem Identification, Critical Thinking, Information Organization	Administration and Management	Providing Consultation and Advice to Others, Getting Information Needed to Do the Job, Communicating With Other Workers	Reviews forms and reports, and confers with management and users about format, distribution, and purpose, and to identify problems and improvements; Develops and implements records management program for filing, protection, and retrieval of records, and assures compliance with program; Interviews personnel and conducts on-site observation to ascertain unit functions, work performed, and methods, equipment, and personnel used.
Computer System Analysts	Troubleshooting, Programming, Testing, Problem Identification, Operations Analysis, Implementation Planning	Computers and Electronics	Interacting With Computers, Updating and Using Job-Relevant Knowledge, Getting Information Needed to Do the Job	Analyzes and tests computer programs or systems to identify errors and ensure conformance to standard; Consults with staff and users to identify operating procedure problems; Formulates and reviews plans outlining steps required to develop programs to meet staff and user requirements.
Registered Nurses	Service Orientation; Social Perceptiveness; Judgment and Decision Making	Medicine and Dentistry, Biology, Customer and Personal Service, Chemistry, Therapy and Counseling	Monitor Processes, Material, or Surroundings; Documenting or Recording Information; Communicating With Other Workers	Provides health care, first aid, and immunization in facilities such as schools, hospitals, and industry; Observes patient's skin color, dilation of pupils, and computerized equipment to monitor vital signs; Records patient's medical information and vital signs



<b>Occupation</b>	<b>Skills (Tops other than those above)</b>	<b>Knowledge (Tops other than those above)</b>	<b>Activities (Top 3)</b>	<b>Tasks (Top 3)</b>
Accountants	Judgment and Decision Making, Management of Financial Resources, Information Organization, Information Gathering, Problem Identification, Identification of Downstream Consequences	Economics and Accounting	Getting Information Needed to Do the Job; Analyzing Data or Information; Processing Information	Analyzes operations, trends, costs, revenues, financial commitments, and obligations incurred, to project future revenues and expenses, using computer; Develops, maintains, and analyzes budgets, and prepares periodic reports comparing budgeted costs to actual costs; Analyzes records of financial transactions to determine accuracy and completeness of entries, using computer.

### ***Why is this important?***

In order to better understand the knowledge and skills driving the workforce, along with activities and tasks, this report examines in more detail six occupations that represent the office economy, retail trade, and health services. Understanding this information can help workforce practitioners better serve customers and policy makers to make more informed resource decisions.

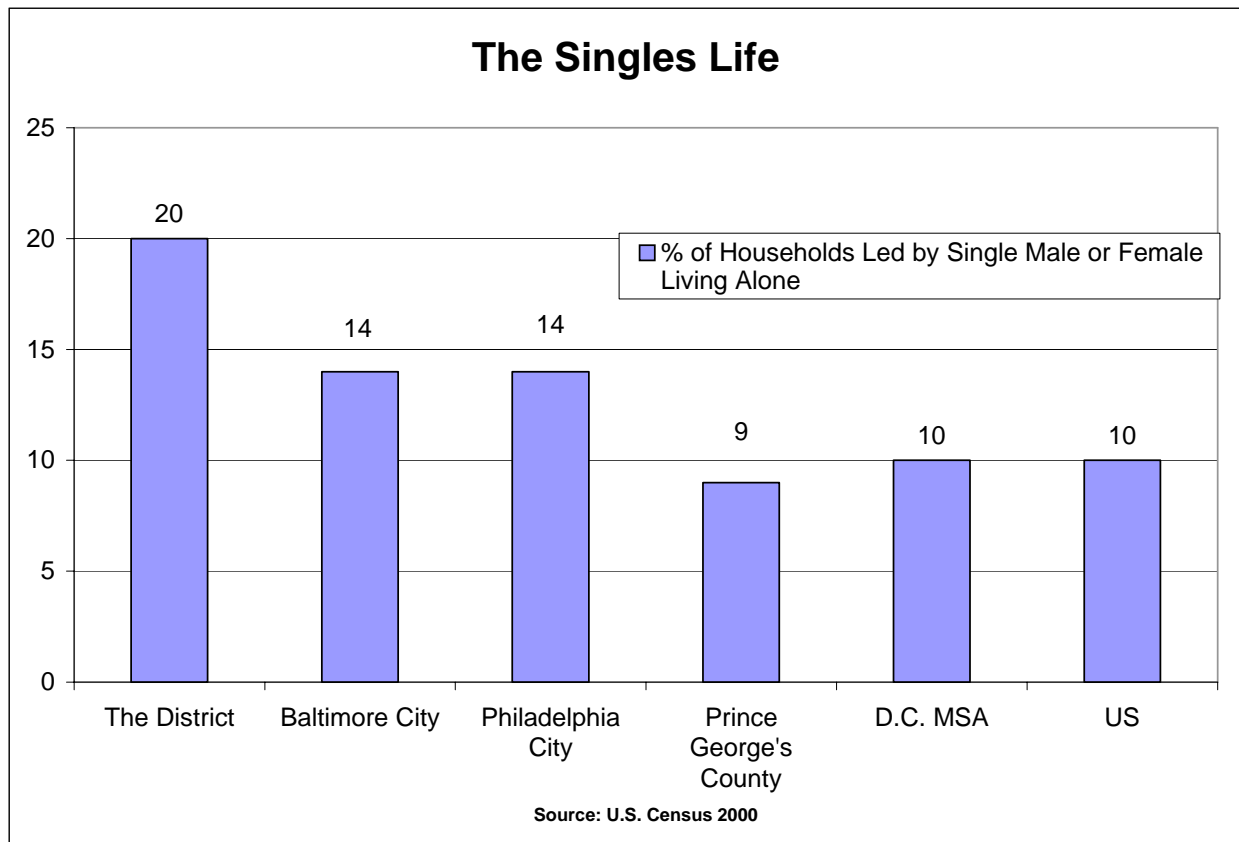
This information should also begin to crystallize the gaps in education and training curriculum. For example, to what extent do D.C. education and training providers incorporate into curriculum the knowledge requirements of clerical, customer and personal service, economics and accounting, and sales and marketing? Wouldn't many of these work well together to form required basic curriculum, particularly in this service-oriented economy?

## Quality of Life

### Washington D.C.: An Attractive Residence for Singles

#### *How are we doing?*

The District has twice as many singles living alone than does the metropolitan area or the nation, and exceeds the other areas studied as well.



#### *Why is this important?*

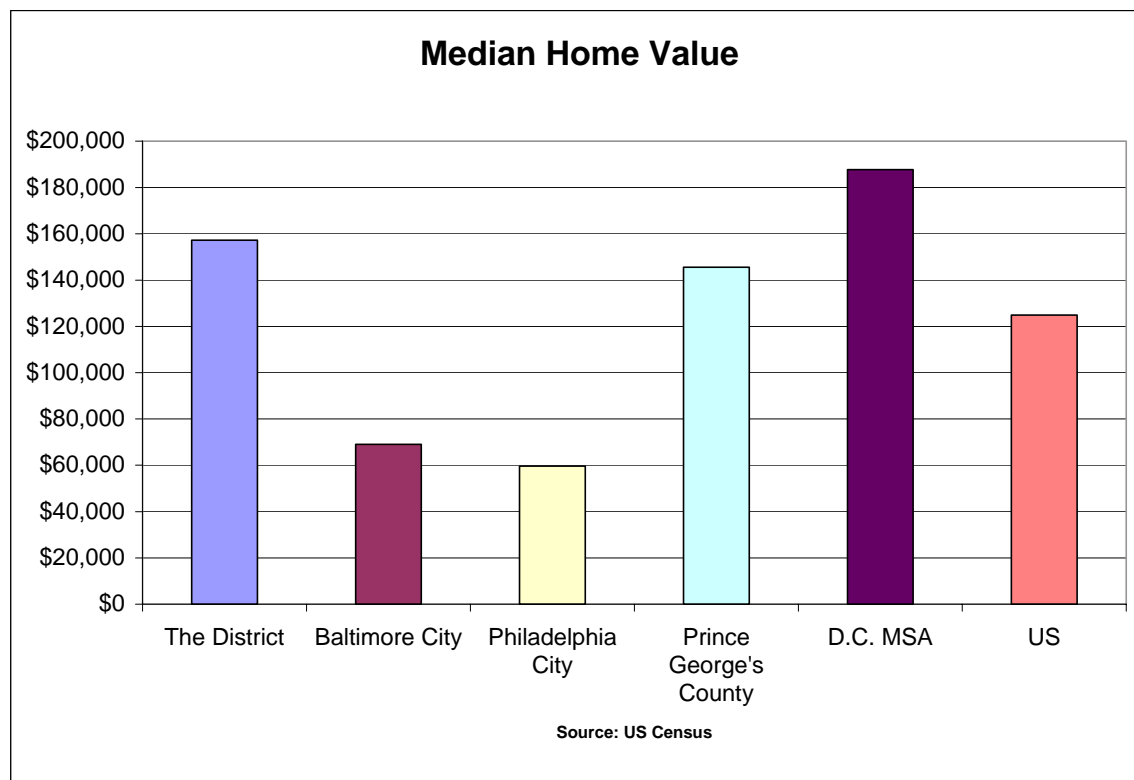
D.C. The District has a uniquely high rate among most areas across the country of single householders. There are likely a variety of factors involved here, but one to consider is the industry and occupational mix. Many come to D.C. intent on starting a career in public service, perhaps as a lobbyist or government management analyst with one of the large federal agencies. Likewise, the hospitality and professional services industries also attract a younger, single workforce. Policy makers should seek to understand the underlying reasons behind this data and seek to maximize any competitive advantage it might provide.

## Elementary School Teachers, Police Officers, and Child-Care Workers are Among Those Occupations That Don't Receive a Wage Sufficient for Housing Costs

### *How are we doing?*

The following occupations cannot pay the monthly regional rent of \$907 per month with 30% of their monthly income<sup>21</sup>:

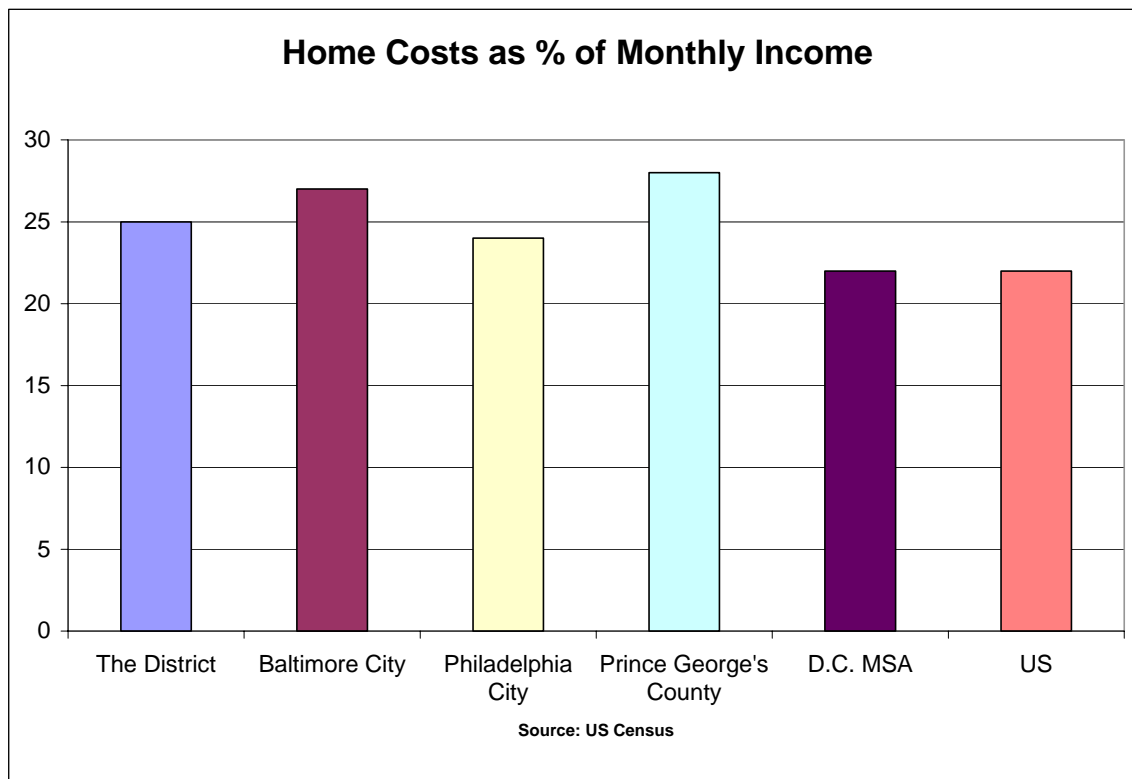
- Elementary School Teacher
- Fire Fighter
- Law Enforcement Officer
- Accounting Clerk
- Retail Sales Associate
- Child Care Worker



Both the metro area and the District have median home values that exceed the nation's. Prince George's County also has a high home value compared to the nation. The cities of Baltimore and Philadelphia are much cheaper in comparison.

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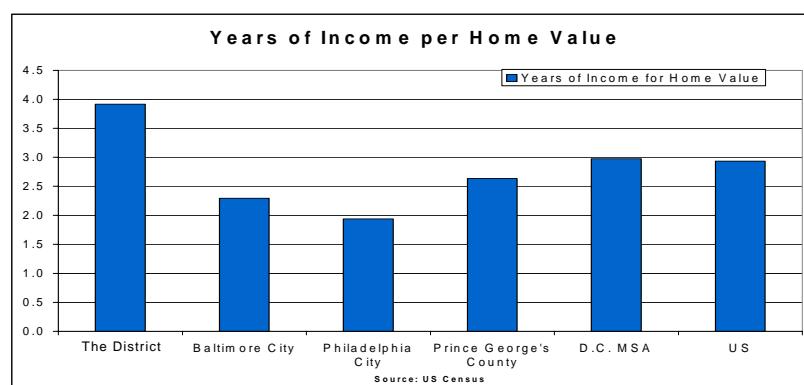
<sup>21</sup> Metropolitan Washington Regional Housing Report, Metropolitan Washington Council of Governments, March 2002



Economists estimate that no more than 30% of household income should be spent each month on housing costs. Those households that pay more than 30% are losing a certain “quality of life” due to that expense.

A quarter of the District’s population pays more than 30% of their monthly income on home costs. However, that rate is lower in the outlying areas. The overall region is equal to the U.S. rate.

Prince George’s in particular seems to have high rates of high home ownership costs.



Another view of housing costs is to assume that individuals do nothing with their annual income but pay for the value of their home. If so, how many years would it take to pay off the value of the home?

D.C. The District's residents take about 25% longer to pay for their home using their entire income. D.C. MSA residents also exceed the national rate.

***Why is this important?***

Occupations that are vital to the infrastructure and fabric of an area should be sustainable within the local economy. When the cost of living puts decent housing out of reach for valued public servants, the health of the community is threatened.

## **Lack of Affordable Housing Costs the Region Nearly \$9 Billion Annually in Lost Income and Reduced Consumer Spending<sup>22</sup>**

### ***How are we doing?***

According to a study sponsored by the Washington Area Housing Partnership earlier this year, the lack of affordable housing costs the region nearly \$9 billion annually in lost income and reduced consumer spending, as people who work in D.C. live in distant communities and spend their income elsewhere.

To address this challenge, the Washington Area Housing Partnership has put forward a proposal for a Regional Housing Trust Fund. They are partnering with the Metropolitan Washington Council of Governments (COG) to make the fund a reality. The fund would start out with a capitalization goal of \$5 million for the first year, and \$10 million in its second and third year, and increasing to \$15 million in years four and five.

### **Goals for a Regional Housing Fund**

- Increase the region's supply of affordable homes by securing additional sources of funding for projects.
- Give priority to projects that increase affordable housing near jobs and transportation centers.
- Provide an opportunity for the private sector to supplement public affordable housing resources.
- Increase the visibility of the affordable housing issue by engaging corporate champions and educate the region about housing needs.

### ***Why is this important?***

Lack of affordable housing limits the ability to recruit and retain employers and employees, and it costs the metro area billions of dollars in lost income and reduced consumer spending. The D.C. Workforce Investment Council must seek to fully understand the impact of the affordable housing issue and should seek to open a dialogue with the Council of Governments and other stakeholders, review the "housing agenda" of the area, and consider active endorsement and support of the agenda.

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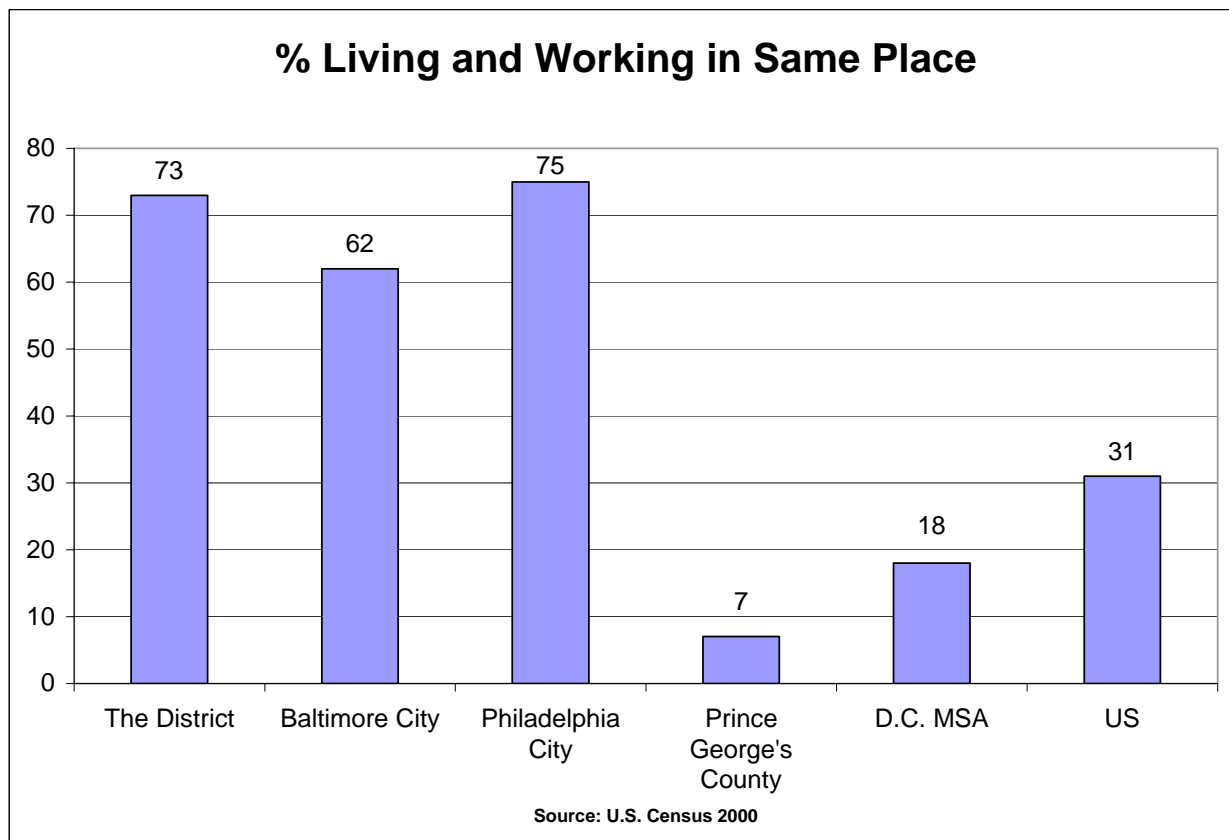
<sup>22</sup> Reproduced from Finding a Way Home: Building Communities with Affordable Housing, Metropolitan Washington Council of Governments (COG) and the Housing Partnership, pages 10 and 11

## Nearly 4 of 5 Metro Area Residents Work Inside the District

### *How are we doing?*

According to the U.S. Census 2000, 78% (202,843) of all residents of the metropolitan statistical area age 16 and over work in a central city of the MSA (Washington D.C., Alexandria, etc.). An additional 20% (52,212) work in the balance of the metro region, while 2% (5,829) work outside the metro area.

Furthermore, as illustrated below, 72% of all District residents also work in the District.



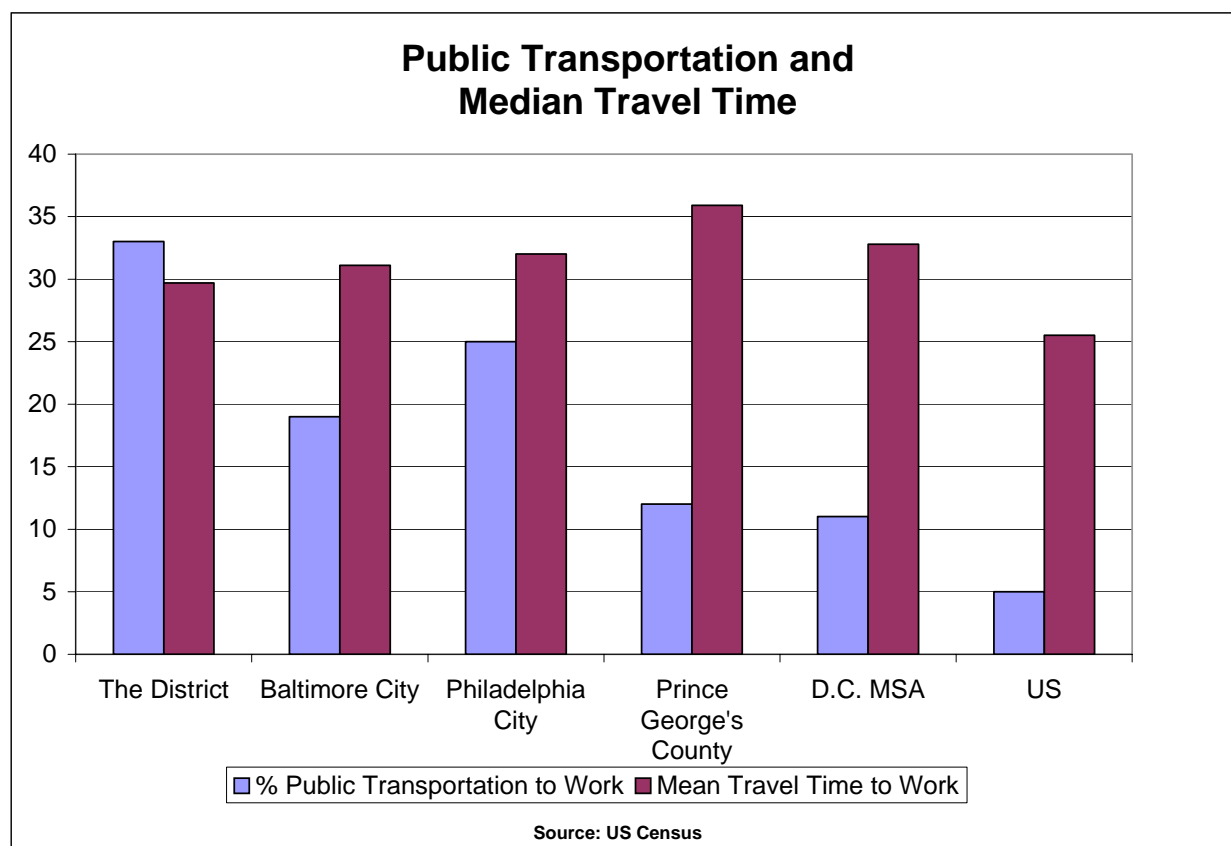
### *Why is this important?*

As illustrated by the D.C. MSA data, the metro region is centered on Washington D.C. With over 80% of the region's residents not working in the same place they live, it is likely that the D.C. MSA residents are working in the District as opposed to the "place" of their suburb. Additionally, Prince George's County is clearly a bedroom community for Washington D.C.

## Public Transportation System a Real Plus

### *How are we doing?*

Nationally only about 5% of workers use public transportation to go to work. However, in the District, about one out of every three workers use mass transportation. In the Washington D.C. MSA about one out of every ten workers use public transportation. Baltimore City, Philadelphia City and Prince Georges County have higher rates of public transportation usage than the U.S. average. All of the areas studied, especially in Prince George's County, have much higher average commuting times than the U. S. average.



### *Why is this important?*

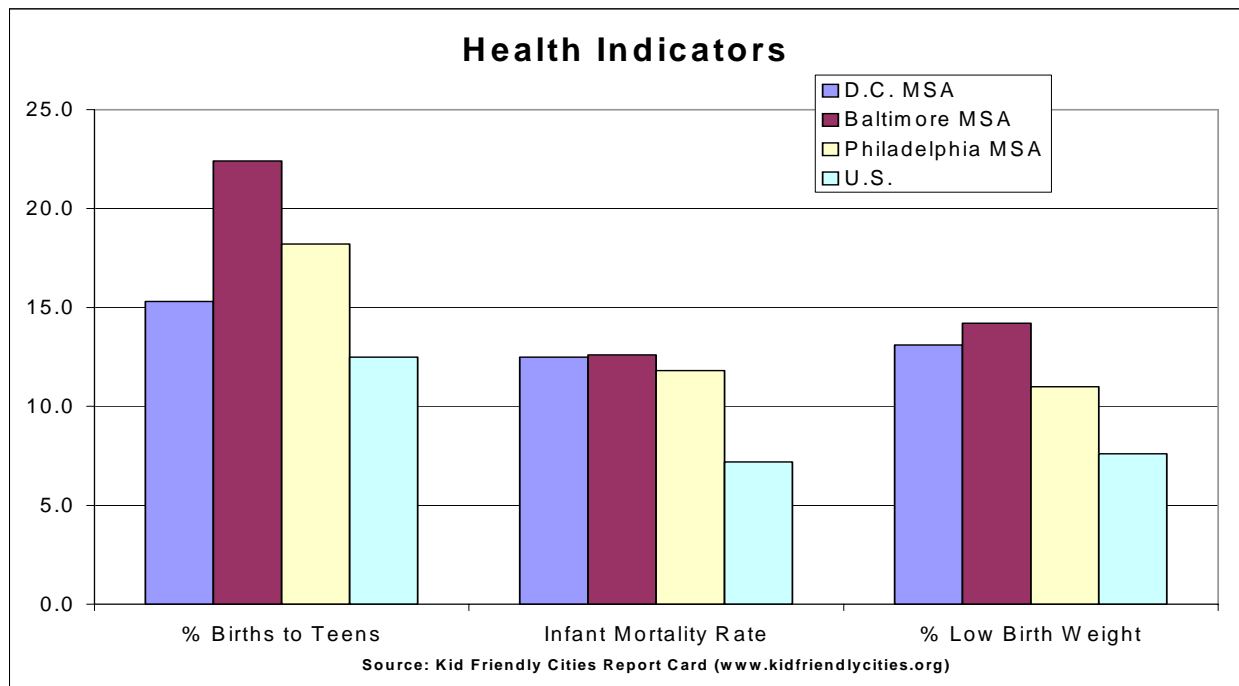
Washington D.C. has excellent mass transportation, which is highly utilized. But in the D.C. MSA (and in Prince George's County), a much smaller percentage of workers use public transportation, and commuting time is relatively high. These issues are a concern. The labor force needs better access to transportation that is inexpensive, convenient and efficient. Without this, employers will have an increasingly difficult time filling vacancies.



## Health Indicators Give Pause for Concern

### *How are we doing?*

Health indicators were much worse than the national average for the D.C., Philadelphia, and Baltimore MSAs. The categories studied included percent births to teens, infant mortality rate, and % low birth rate.



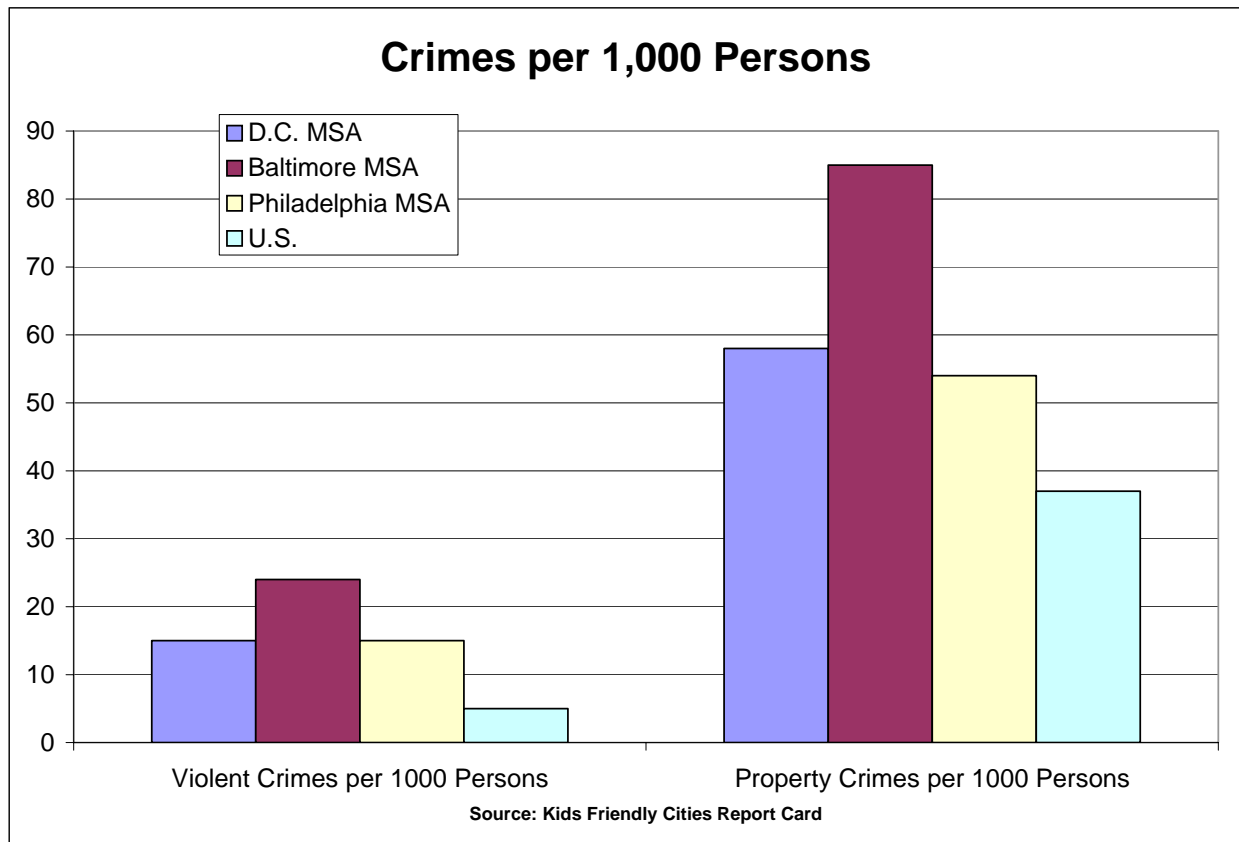
### *Why is this important?*

These rates are a major concern for officials in these areas. Poor scores indicate numerous social and economic problems.

## Crime Rate Exceeds National Average

### *How are we doing?*

All of the areas below had higher crime rates than the national average. Baltimore City exceeded the other areas by a substantial margin.



### *Why is this important?*

This is a key statistic that potential employers look at prior to making a location decision. Job seekers also are aware of and are concerned about high crime rates. For obvious reasons, high crime rate and its perceptions can have a major impact on the economic vitality of an area.

# Conclusion

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## Recommendations for Moving Towards Action

The State of the Workforce Report raises many issues that require action. There is a need to take the findings and cast recommendations within critical workforce themes that cut across the District as a whole. In order to bring some order to what might be done in follow-up, the D.C.WIC has organized the potential next steps around four key themes:

- Employer Related Recommendations
- Youth Related Recommendations
- Adults Worker Related Recommendations
- Infrastructure/Communication/Collaboration Issues

There is no significance to the number of recommendations under each category. For example, while the Youth Recommendations only include two items, they are huge endeavors that will require long-term efforts involving many resources.

It should also be noted that in many cases, initiatives are already underway to address some parts of specific recommendations. The logical next steps, in these cases, are to build on the existing efforts and to expand them to encompass the broader issues covered in the recommendations. For example the WIC recently sponsored a healthcare sectoral initiative that can form the framework for additional sectoral analyses involving other industry clusters. To the extent such efforts fit under the recommendations, they are so noted.

### ***Employer Related Recommendations***

- **Actively build and maintain relationships with employers throughout the region as the Council seeks to develop strategic priorities and actions.** Employers will need to play a critical role in the various recommendations outlined below including sector-based strategies and connecting youth to the labor market. Furthermore, the Council's Employer Involvement and Labor Market Information Committee will need to survey and engage a critical mass of employers at different times for different purposes. The Committee should seek to develop an ongoing means to inform the Council and employers of various information, including this report, employer surveys, and employee focus groups. The D.C. area is one of the most studied in the nation. Those efforts can serve to provide rich information once properly "distilled" and disseminated. The WIC's Employer Relations and Labor Market Committee has moved in this direction already and is poised to continue its efforts to connect with employers more substantively through surveys and information opportunities.
- **Consider "sector-based strategies" that allow the Council and its stakeholders to focus on industry targets that are emerging or currently provide competitive advantages.** This approach would help the Council maximize resources and impact

change in a more concentrated fashion. The Council should mesh their sectoral initiatives with the educational career clusters being used in the school system. The healthcare sectoral study completed for the WIC can serve as a model for other industries in assessing employer needs and potential for growth in career ladder jobs.

- **Develop, review, and/or validate skill standards for a number of key sectors.** Using nationally developed skill standards, facilitators can lead validation sessions of employers that customize the information for the D.C. area and better serve to inform education and training providers. This approach may be particularly applicable to the health care industry where labor shortages are a major concern.

### ***Youth Related Recommendations***

- **Commission a comprehensive analysis of workforce preparation in the D.C. public school system.** While this report looks at a few key education indicators from the “50,000 foot level”, a more comprehensive study could incorporate spatial analysis of key demographics (income, race, labor force participation, etc.) This study could be done with key education indicators so that policy makers can concentrate resources on helping less performing schools achieve excellence. There are already strides being made in examining the D.C. school systems. The WIC sees its role as supporting the ongoing efforts and using the information it produces to help the school development efforts connect to the workforce issues of the District. Closer interaction between the schools and the WIC is a good place to start.
- **Begin connecting youth, particularly at-risk youth, to the labor market through a variety of programs and initiatives.** The Maryland Business Roundtable has a number of initiatives including Achievement Counts, a program where employers agree to ask for high school transcripts when hiring, a Speaker’s Bureau where young workers visit 9<sup>th</sup> grade classrooms to talk about the “real world of work and costs of living”, and other similar programs that could easily be adapted in the District. This is a possible model to explore, adapting it to the District’s needs and circumstances. There are several programs for at-risk youth active in the District. Refining them to meet the needs identified by employers and the data analysis from the State of the Workforce Report are good first steps. The WIC’s Youth Council will be the driver for these activities.

### ***Adult Worker Related Recommendations***

- **Create a literacy strategy for the District that addresses the low basic skill levels of a large segment of the population who are not able to compete for jobs within the area.** Many District residents lack the requisite basic skills to be considered for training opportunities that could move them into better paying jobs. Until this critical first step issue is addressed, the “have not” group will have no ability to move beyond where they are today. Training programs must be examined to link them with basic skill development, so that there is a close connection between the requirements of the better paying jobs available, and the skills of the population in search of them.

- **Re-open the dialogue with the federal government to maximize a competitive advantage of the region allowing an even greater number of District residents to participate in federal employment.** Government jobs are stable jobs and provide ample entry-level opportunities and potential career mobility. The Mayor and WIC leadership should seek to meet with leaders of the Office of Management and Budget and other federal hiring agencies to formalize partnerships that allow current District government employees or other job seekers a path into federal government opportunities. Furthermore, the federal government should be treated as a major employer at the table, not just a policy maker, and they should be encouraged to participate in workforce initiatives such as job shadowing and mentoring. This effort was underway to a limited degree in the Clinton Administration. It needs to be re-invigorated and strengthened so that D.C. residents with limited skills have opportunities to improve those skills and qualify for government jobs. This will take the combined effort of the District and the federal government working together to determine areas where jobs will be available, and identifying the skills needed for those jobs.
- **Consider adopting incentives to support skills enhancements among low-income workers.** A model like the State of Maryland’s “Skills-based Training for Employment Promotion Program” (STEP), a five-year competitive grant program designed to increase the skills of low-income working parents so that they can move into better paying positions in high-demand areas, may be appropriate to review. There are two parts to this program. First, local workforce areas partner with businesses to train existing employees so they can move from low-wage jobs into better paying, career track jobs with benefits. This takes place in career fields with critical skill shortage areas such as health care or technology. Second, Local Workforce Areas work directly with individuals to determine their career goals. Then, they enroll the individuals in training programs and provide them with support services so that they can reach those goals. While this is just one example of a promising practice, it speaks to the need to engage neighboring local and state workforce boards as the WIC moves forward. Furthermore, it begins to address one of the core underlying challenges in the District, namely the extent to which too many are being left behind.

### ***Information/Communication/Collaboration Issues***

- **Engage other neighboring local area workforce boards in strategic planning and action.** There are 18 counties, 3 states, and multiple large cities in the D.C. MSA, many if not all of which have their own workforce boards. As we’ve seen from the data in this report, many of these issues – housing, transportation, and industry mix being chief among them – cross artificial boundaries and have impact across the entire region. D.C. may wish to follow models used in other urban areas, such as in Chicago and Pittsburgh, to engage surrounding boards in full partnership, workforce summits, sector-based strategies, or other types of activities. Initial efforts to launch such an initiative in the D.C. area have been discussed with the Metropolitan Washington Council of Governments.

- **Conduct “Resource Mapping” that identifies the types of government funding flowing into the district, and the amounts and outcomes of that funding.** From there, additional resource mapping efforts can focus on private and non-profit education, training, and social service providers. Ultimately, the Council should seek to develop or partner in the development of interactive systems that provide users the ability to query resources and even map routes to and from various resource providers. The WIC has a plan to develop a resource map of workforce investment funding for the District.
- **Understand and consider endorsing and/or actively supporting the “housing agenda” of the Washington Area Housing Partnership and partners such as the Metropolitan Washington Council of Governments (COG).** Housing remains a critically important quality of life issue. Understanding the efforts being undertaken in the District and the region can lead the Council to honest discussion about whether they should endorse various efforts, and even to actively support and drive particular facets of any “housing agenda.” A similar approach should be undertaken regarding transportation, health, and crime initiatives as the District seeks to improve its quality of life so that it can best recruit and retain employers and employees.



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